DOCUMENT RESUME

ED 254 509 SP 025 886

AUTHOR Williams, David L., Jr.; And Others
TITLE Parent Involvement in Education Project (PIEP) December 1, 1983 through November 30, 1984. Annual Report.
INSTITUTION Southwest Educational Development Lab., Austin, Tex.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE 30 Nov 84
CONTRACT 400-83-0007-P-2
NOTE 214p.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Counseling Techniques; Elementary Education; Elementary School Teachers; Parent Counseling; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; *Program Development; *Teaching Methods

ABSTRACT

This report describes the development of guidelines and strategies for training teachers about parent involvement. The guidelines and strategies were developed through a comprehensive process that: (1) used the recommendations from previous surveys of teacher educators, principals, teachers, parents, and school governance persons; (2) conducted a thorough review of the literature; (3) undertook a six-state need-sensing among experts and college/university faculty regarding what teacher training about parent involvement should include; and (4) conducted an assessment of a draft version of the guidelines and strategies by parent involvement experts, faculty from the colleges and universities, representatives from local, intermediate, and state education agencies, and parent-teacher association leaders. Attachments include: the literature review; lists of experts, organizations, and bibliographic sources; questionnaires and correspondence; summaries of experts' responses and evaluations; and the developed guidelines and strategies. The materials are designed to serve as a basis for expanding, increasing sensitivity to, and soliciting parent cooperation and support, as well as input into education. (Author/JD)

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ED254509

ANNUAL REPORT

PARENT INVOLVEMENT IN EDUCATION PROJECT (PIEP)

Division of Family, School and Community Studies (DFSCS)

Staff: David L. Williams, Jr. (Director)

Nancy Feyl Chavkin (Research Associate)*

John Stallworth (Research Associate)**

Susan Deason (Administrative Assistant)

* Joined the Project August 29, 1984
** Left the Project August 31, 1984

In Compliance with Contract No. 400-83-0007, Project No. P-2

Funded by: National Institute of Education (NIE)
Washington, DC

Project Period: December 1, 1983 through November 30, 1984

David L. Williams, Jr., Division Director

Preston C. Kronkosky, Executive Director
Southwest Educational Development Laboratory (SEDL)
Austin, Texas

SP025 886

This report and the work upon which it is based was conducted pursuant to NIE Contract No. 400-83-0007, Project P-2. The contract funds were provided by the National Institute of Education (NIE) to the Southwest Educational Development Laboratory (SEDL), a private non-profit institution. Opinions expressed in this report do not necessarily reflect the position or policy of NIE and no official endorsement by NIE should be inferred.

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ACKNOWLEDGEMENTS

The Parent Involvement in Education Project gratefully acknowledges the excellent review comments and recommendations from all of the parent involvement experts and practitioners regarding our parent involvement teacher training guidelines and strategies. Without this invaluable assistance, we could not have developed this comprehensive and practical set of materials for the training of elementary teachers in the area of parent involvement. The input received helped to increase our awareness, understanding, sensitivity and expertise in preparing viable materials for training teachers both at the preservice (undergraduate) and inservice levels.

Reviewers and commentators on the guidelines and strategies were not only from within the SEDL six-state region but also from around the nation. State PTA presidents, college/university teacher educator faculty, local school district staff, state education agency officials, research, parent involvement program staff, and other experts or practitioners comprised the group of reviewers. We offer special thanks to Dr. Lowell Bethel, Dr. Celia Genishi, and Dr. Stuart Riefel from the Department of Curriculum and Instruction, The University of Texas at Austin, for their keen insights and suggestions regarding initial development and formatting of the guidelines and strategies.

Appreciation is also extended to Dr. John T. Stallworth, former staff member for his significant contribution at the conceptualization stage of the guidelines and strategies as well as to Judy Melvin, former staff member, for her assistance in preparing the parent involvement training materials. Most important, sincere gratitude is offered to Susan Deason and Sylvia Lewis for their untiring efforts in preparation of the draft, revised, and final versions of this report. This dedication to see the task through to completion was most admirable and key to the completion of this report.

Lastly, gratitude is extended to Dr. Nancy Chavkin for her outstanding contribution to the preparation of this report, especially the parent involvement teacher training guidelines and strategies. Dr. Chavkin joined the project in late August but has made her presence known and has enhanced the Project's success as well as its final products.

David L. Williams, Jr.
Director

ABSTRACT

Parent involvement in education is strongly supported by parents and educators. The results of previous studies indicate that additional training, especially for preservice and inservice elementary teachers, is necessary to enhance effective parent involement. Thus, efforts of the Parent Involvement in Education Project during this year of work have focused on developing guidelines and strategies for training both preservice and inservice elementary school educators about parent involvement.

This report describes the development of guidelines and strategies for training teachers about parent involvement. The guidelines and strategies were developed through a comprehensive process that: (1) utilized the recommendations from previous surveys of the key stakeholders in parent involvement (teacher educators, principals, teachers, parents, and school governance persons); (2) conducted a thorough review of the literature; (3) undertook a six state need-sensing among experts and college/university faculty regarding what teacher training about parent involvement should include; and (4) conducted an assessment of a draft version of the guidelines and strategies by parent involvement experts, faculty from colleges and universities, representatives from local, intermediate, and state education agencies, and parent-teacher association leaders. The guidelines and strategies are unique because they are based on research and were developed using input from experts and professionals actively engaged in teacher education and/or parent involvement.

The materials are designed to serve as a basis for expanding, increasing sensitivity to, and soliciting parent cooperation, support, as well as input into education. The guidelines and strategies are specifically aimed at helping to sharpen preservice and inservice teachers' as well as administrators' abilities with respect to parent involvement in children's learning, and in shared decision-making with educators. Local and state education agencies, institutions of higher education, and professional/lay organizations will find the guidelines and strategies useful to and supportive of their efforts which promote more effective partnerships between homes/communities and the public schools.

A. Introduction

A.1 Overview

Since the Coleman report, there has been increased emphasis upon involving parents in the education of their children. Federal legislation has mandated parent involvement in several key programs as well as required schools to involve parents in the educational planning for children in specal education. Legislation in several states has now provided for parent involvement in the public schools by creating Parent Advisory Committees for every school in the state. At the local level, an increasing number of schools require formal parent/teacher conferences to discuss the progress of each child enrolled. Parents are also taking on a more active role in the education of their children, and their contact with school personnel is rapidly increasing.

From the teachers' perspective, this increased contact with parents has added to the demands traditionally associated with the teacher role. Teachers are now expected to develop skills in working with parents and leadership in working with advisory groups, in addition to the skills that pertain to classroom instruction. Although additional teacher competencies are needed due to the increase of parent involvement, they are generally not addressed in the professional training programs for teachers. Training for teachers has continued to stress classroom teaching skills, neglecting the new skills that teachers may need to work with parents in the schools.

The Parent Involvement in Education Project has a major goal of helping build more effective partnerships between homes/communities and the public schools. In the previous three years, the Parent Involvement in Education Project has surveyed parents and eduators and found that enhancing parent involvement in the educational process is strongly supported by parents and educators. The results of the surveys also indicate that additional training, especially for preservice and inservice elementary teachers, is necesary to enhance effective parent involvement. Thus the goals of the Parent Involvement in Education Project for 1984 have focused on developing guidelines and strategies for training both preservice and inservice elementary school educators about parent involvement.

A.2 Operational Definitions

For clarity, the following operational definitions are provided:

1. Parent Involvement - any of a variety of activities that allow parents to participate in the educational process at home or in school, such as information exchange, decision sharing, volunteer services for schools, home tutoring/teaching, and child advocacy.

2. Guideline - a key indication of either some knowledge, understanding, or skill needed by teachers to involve parents more effectively in education.

3. Strategy - a method or approach to training teachers in the successful acquisition of certain parent involvement knowledge, understanding, or skill.

4. Knowledge - information, facts, principles, theories, or models, etc., concerning parent involvement in education with which teachers need to be acquainted or familiar.

5. Understanding - personal interpretations based upon comprehension, awareness, or cognition of relationships among various variables or factors by teachers that are needed as part of their preparation for involving parents in education.

6. Skills - the abilities, competencies, techniques, expertise that teachers need to develop as preparation for involving parents in education.

7. Preservice Training - training for students in teacher training programs, training for prospective teachers.

8. Inservice Training - training for teachers employed in schools.

9. Stakeholders - those persons most likely to be involved in parent involvement efforts (e.g., parents, teachers, principals, school board members, superintendents).

10. Home Tutor Role - parents helping their own children at home with educational activities or school assignments.

11. Audience Role - parents receiving information about their child's progress or about the school. Parents may be asked to come to the school for special events (e.g., school play, special program, etc.).

12. School Program Supporter Role - parents involved in activities in which they lend support to the school's program and take an active part (e.g., classroom volunteers, chaperones for trips, collect funds, etc.).

13. Co-Learner Role - parents involved in workshops where they and school staff learn about child development or other topics related to education.

14. Paid School Staff Role - parents are employed in the school as part of the school's paid staff (e.g., classroom aides, assistant teachers, parent educators, etc.).

15. Advocate Role - parents serve as activists or spokespersons on issues regarding school policies, services for their own child, or community concerns related to the schools.

16. Decision-Maker Role - parents involved as co-equals with school staff in either educational decisions or decisions relating to governance of the school.

17. SEA Officials - persons in state education agencies identified as having program responsibility related to some aspect of parent involvement (e.g., director of federal programs, etc.).

18. LEA Officials - persons in local education agencies identified as having program responsibility for some aspect of parent involvement training (e.g. inservice education directors).

19. IEA Officials - persons in intermediate education agencies identified as having program responsibility related to some aspect of parent involvement.

20. IHE Officials - persons in institutions of higher education identified as having program responsibility in some aspect of parent involvement training (e.g., chairperson of elementary educaiton department).

21. Children's Learning - the acts or processes by which children acquire knowledge or skill at home or at school.

22. Shared Educational Decision-Making - the act of parents and school staff involved as co-equals in either educational decisions or decisions relating to governance of the school.

B. BACKGROUND

B.1. Previous Work

a. Summary Overview and Procedures.

Parent involvement in education became a significant factor in public education with the advent of such federal programs as Head Start, Follow Through, Title I, and Title VII. The emphasis in these programs centered on having parents take a more active role in all aspects of their operations or activities. Although the programmatic intentions regarding parent involvement were admirable, this kind of participation encountered diffi-culties for several reasons. They are discussed briefly in the following paragraphs.

First, the definitions of parent involvement varied among these programs, which subjected the concept to various interpretations. Second, very little information existed regarding the attitudes of parents and educators toward such involvement. Third, there was a paucity of knowledge about the kinds of training that parents and educators had or needed for successful parent involvement efforts. Fourth, much of the rationale for parent involvement in these programs either condemned or ignored past as well as existing efforts in public schools. Fifth, the proposed focus on parent involvement neither built upon existing strengths nor anticipated accurately the potential barriers. Sixth, very little information was available regarding either preferences for specific parent involvement roles or the kinds of parent involvement activities existing in schools or programs. Much of the parent involvement literature portrayed parents taking part in education only through roles that supported the status quo of schools. There was no broad emphasis on parents as decision-makers, in the educational process. Though the emerging federal efforts espoused such involvement roles for parents, their acceptance was slow in these programs and even slower with respect to education as a whole.

The Parent Involvement in Education Project (PIEP) is based on the tenet that to improve the quality and effectiveness of our public schools, parents and educators must develop more of a collegial or collaborative relationship regarding educational issues and concerns as opposed to an adversarial one. In order to help determine what the prospects were for bringing such a relationship to fruition, the Project asked parents and educators about their opinions concerning various aspects of parent involvement.

A written questionnaire was developed and used to gather this kind of parent involvement information. Parents and educators in a six-state region were surveyed. The states included Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. National, state, and local organizations of parents and educators assisted the project with its survey. Descriptive statistics, especially percentages, frequencies, and means, were produced to report patterns of responses to items in the survey. These statistics also served as a basis for comparing the similarities and differences of responses between and among the groups.

The major dimensions of each survey included (1) general attitudes about parent involvement, (2) parent involvement in school decision-making, (3) parent involvement roles, (4) current parent involvement practices or activities, and (5) parent involvement as part of teacher training. In general, teacher educators, teachers, and principals were asked about how useful parent involvement was along these dimensions. Parents were queried as to how interested they were in these aspects of parent involvement. School governance officials were asked about policies and/or technical assistance with respect to such parent involvement.

Parent involvement at the elementary school level was the focus of this study. Subjects included teacher educators, principals, teachers, parents, school superintendents, school board presidents, and state education agency (SEA) officials. The response rates from sample populations of each group were as follows: parents 43.4% (2,083); teacher educators 60.5% (575); teachers 43.7% (873); principals 48.6% (729); school superintendents 46.5% (1,200); school board presidents 27.4% (664); and state education agency officials 83.3% (30).

b. Summary of Results.

(1) Attitudes. Subjects were asked to indicate the extent to which they agreed or disagreed with a set of statements about parent involvement. Overall, a majority of the teacher educators were favorable in their responses to the general concept of parent involvement. In particular, they agreed strongest that (a) parent involvement in all school matters needs increasing, (b) teachers need extra training for parent involvement, (c) teachers should confer with parents about home life, (d) parents are usually cooperative with teachers, and (e) parents would help children more at home if they knew what to do.

Teacher educators strongly disagreed that (a) parents wanting involvement should get a college degree, (b) teachers are too overburdened to work with parents, (c) involving low-income parents is unrealistic, (d) training teachers for parent involvement should not be an undergraduate priority, and (e) parents do more harm than good by helping children with school work.

Principals and teachers also were positive in their general response to the importance and value of parent involvement. The majority were in strong agreement with (a) teachers providng parents with ideas to help children at home with school work, (b) teachers taking on too many parental responsibilities, (c) principals providing teachers with parent involvement guidelines, (d) involving teachers in school policy decisions and (e) requiring a parent involvement course for undergraduates in elementary education.

The strongest disagreements by principals and teachers were expressed with regard to statements about (a) teachers being too overburdened to work with parents, (b) teachers not needing to be trained for parent involvement, (c) teachers not conferring with parents about children's home life, (d) parents evaluating teachers, and (e) parents evaluating principals.

A majority of parents agreed strongest with such parent involvement ideas as (a) making sure their children do homework, (c) feeling at ease during school visitations, (d) taking responsibility for getting involved at school, and (e) wanting teachers to send more information home about classroom activities.

The strongest disagreement expressed by most parents was toward the ideas that (a) they have little to do with their children's school success, (b) they do not have time for involvement with school activities, (c) teachers are too busy to also work with parents, (d) homework consumes too much family time, and (e) they are not trained enough to help make school decisions.

Among the school governance persons surveyed (superintendents, presidents, and SEA officials), their strongest agreement regarding parent involvement in general was toward (a) teachers providing parents with ideas about helping children with school assignments, (b) teachers considering working with parents as part of their job, (c) including teachers in curriculum and instruction decisions, and (d) principals providing teachers with suggestions for working with parents.

Superintendents strongly agreed that parents need training before they are involved in school decision-making. But board presidents more strongly agreed with parents taking the initiative for getting involved in schools. However, SEA officials voiced stronger agreement for school districts providing principals and teachers with guidelines for parent involvement.

Superintendents, board presidents, and SEA officials were unanimous in their strong disagreement with having (a) parent involvement in school administrative decisions, (b) parent involvement with either teacher or principal evaluation, (c) parent involvement only occurring through organizations, like PTA, and (d) parent involvement having little effect on their children's academic success.

(2) Decisions. Parents were asked to indicate the extent to which they had an interest in being involved with selected school decisions. Teachers, teacher educators, superintendents, board presidents, and SEA officials were asked to what extent it would be useful to have parents'

input regarding these decisions. With the exceptions of teacher educators, a majority of all groups most favored having parents involved in such decisions as (1) amount of homework assigned their children, and (2) placing their children in special education. Teacher educators, along with teachers, principals, and school governance persons, indicated that it would be most useful to involve parents in school desegregation/integration plans. However, parents did not consider this a high interest area for their involvement.

A majority of the parents, superintendents, board presidents, and SEA officials considered it most useful to have parents involved in decisions about evaluating how well their children are learning and about disciplining of their own children. Neither teacher educators, teachers, nor principals viewed such involvement by parents as being useful. Teachers and principals indicated it was more useful to involve parents with decisions concerning (a) if family problems are affecting school performance and (b) how to provide sex role instruction as well as sex education.

Participation in decisions about the selection of textbooks and other learning materials was of most interest to parents also but not considered useful by most of the other groups surveyed. Teacher educators indicated that parents should have input on such decisions as (a) multicultural/bilingual emphasis, (b) curriculum subject matter, and (c) setting student promotion/retention standards, but not final authority. Rather, teacher educators considered it most useful to have parents make final decisions only regarding whether family problems are affecting school performance.

Decisions with respect to the hiring/firing of school staff were those most parents were least interested in being involved with and most educators indicated this as one of the least useful decisions with which parents should be involved. (This indicated lack of interest may be a reflection of parents having been socialized by school staff that such roles were not appropriate ways to be involved in education.) Among other decisions teachers and principals also considered least useful for parents to be involved in were (a) assignments of teachers in schools, (b) evaluating teacher performance, and (c) selecting teaching methods. School governance persons, teachers, and principals indicated it would also be least useful to involve parents in decisions about setting priorities for school budgets.

Selecting teaching materials, deciding on curriculum emphases, helping to evaluate pupils, and selecting teaching methods were least useful areas for parent decision-making according to responses from most school governance persons and teacher educators. A majority of parents also were least interested in being involved with decisions about including more multicultural/bilingual education in education and decisions regarding school desegregation plans and increased sex role teaching.

(3) Roles. Subjects were provided with a list of seven parent involvement roles. Parents were asked to indicate the extent to which they had an interest in participating in such roles. Educators were asked to indicate the importance of having parents take part in these roles. The majority of parents and educators were strongest in their support for such

roles as (a) "Audience", (b) "Home Tutor," and (c) "School Program Supporter". The role of least interest or importance, as indicated by parents and eduators respectively, was that of "Paid School Staff." Most teachers, principals, superintendents, and board presidents indicated that having parents in the role of "Advocate" was not too important. However, SEA officials considered this role as being very important, and parents were very interested in such a role.

A majority of the SEA officials, superintendents, and school board presidents consider parents in the role of "Co-Learner" also as not being important. Teachers and principals indicated a more neutral response overall about the importance of this role. Most parents indicated that they were definitely interested in this kind of role.

A majority of the teachers, principals, superintendents, and board presidents indicated that the role of "Decision-Maker" was not an important one for parents. Conversely, most parents expressed a strong interest for participating in this role. Likewise, most SEA officials viewed this role as being a very important one for parents.

Overall, parents expressed a much higher interest in participating in the "Audience," "Home Tutor," "School Program Supporter," "Advocate," "Co-Learner," and "Decision-Maker" roles that educators considered as being important. Among the educator groups, SEA officials tended to indicate more importance of these roles for parents than did the other educator groups.

(4) Activities (Current Practices). A list of parent involvement activities was provided in this section of the survey. Teachers, principals, superintendents, and board presidents were asked to indicate how typical these activities were of their schools. Parents had to indicate those they participated in most often. SEA officials indicated which were most likely to be a focus of the technical assistance they offered to school districts.

"Attending school activities" (e.g. open house), "Attending parent-teacher conferences," and "Helping children with school homework" were the activities most typical as indicated by educators, most likely to be offered as technical assistance according to SEA officials, and most often participated in as reported by parents. Teachers, principals, superintendents, and board presidents indicated that "Chaperoning for school activities" and "Holding school support fundraisers" (e.g. pot-luck suppers) were also common activities but neither parents nor SEA officials indicated the same.

Parents also considered "Visiting the schools" and "Taking part in PTA meetings" as most typical of the activities in which they participate. None of the educator groups reported these as being very typical. SEA officials also were most likely to offer technical assistance for "Getting parents to identify school needs" and "Getting parents to assist with establishing school goals." However, parents did not indicate these as being activities they most often take part in while educators did not view such activities as being most typical in their schools.

"Hiring/firing of school staff," "Evaluation of School Staff," "Planning curriculum and instruction activities," and "Assisting with school budgets" were the activities reported to be least typical in schools, least often participated in by parents, and least offered as topics of technical assistance by SEA officials. A majority of teachers and principals indicated the "Participation in pupil evaluation" was also least typical in their schools. Most superintendents and board presidents indicated that "Parent participation in home tutor training" was least likely to be offered in their schools.

(5) Other Findings of Interest. - Teacher Training for Parent Involvement: A majority of the parents and educators strongly agreed that not only should teachers be trained for parent involvement, but also that, where possible, the training should be in a course at the undergraduate level. While most teacher educators indicated that they most often dealt with parent involvement through such activities as role playing, laboratory experiences, participation in parent-teacher conferences, and having student teachers work with parent volunteers, most teachers and principals indicated that more is needed. This would include (1) talking with inservice teachers about parent involvement, (2) involvement in school activities with parents, (3) being involved with parent organizations, and (4) participation in principal-teacher-parent conferences.

Responsibility for Parent Involvement: A majority of educators and parents strongly agreed that teachers need to provide parents with ideas about helping children with school work at home and that principals should give teachers guidelines for parent involvement. However, school governance persons agreed most with principals, not teachers, taking the initiative to get parents involved. However, most principals agreed that parents should take the initiative to become involved.

A majority of the parents strongly agreed that they should be responsible for getting more involved in their children's schools. Most superintendents and SEA officials strongly agreed that school districts need to provide teachers and principals with parent involvement guidelines. However, neither superintendents, board presidents, nor SEA officials wanted state education agencies to provide parent involvement guidelines for school districts. Finally, most teachers saw increasing parent involvement in schools as the principal's responsibility.

Existence of Parent Involvement Policies: School governing officials were asked to indicate to what extent written parent involvement policies existed in their districts or agencies. A majority of these officials indicated that written parent involvement policies were available mostly regarding: (1) placement of children in special education, (2) informing parents about children's violation of the district/school's discipline policy, and (3) participating in some decisions regarding certain educational programs such as Bilingual Education, Follow Through, Head Start, etc.

Most officials indicated that few, if any, written parent involvement policies existed with respect to such areas as (1) teacher home visits, (2) participation in school budget matters, (3) participation in development of district handbook or school guide, (4) school administration, (5) curriculum and instruction activities, (6) development of promotion standards, and (7) parents visiting their children's schools.

Parent Involvement at Secondary School Level: Parents were asked to indicate the extent of their agreement with 10 items offered as reasons why parents become less involved at the secondary school level. A majority of the parents strongly agreed that the reasons for decreased participation are (1) school staff not asking them to be involved as much, (2) they (parents) not having a good understanding of the coursework, (3) not as many conferencing opportunities, and (4) not as many PTA activities. Neither the long distances between homes and schools nor as having lots of teachers to talk with were seen as reasons parents become less involved at this level.

Improving Parent Involvement at Elementary Level: Parents were given a list of 10 suggestions and asked to indicate the extent to which these would work in getting more parents involved. Among the suggestions that a majority of the parents indicated would work include (1) sending more parent involvement information home, (2) making parents feel more welcome in schools, (3) helping parents better understand subjects being taught, and (4) having more informal meetings where staff and parents can get to know each other better, and (5) asking parents how they would like to become involved.

c. Summary of Discussion and Recommendations.

Parent involvement, overall, appears to be an acceptable way to participate in the educational process, according to most parents and educators. The results show that parents have a high degree of interest for being involved and that educators, generally, consider it useful to have parents involved in education. However, a closer examination of the findings reveals that educators and parents have distinctly different views about certain aspects of parent involvement. These differences represent barriers that can hinder the effective involvement of parents and educators as partners in education.

Educators appear to be more supportive of the traditional ways that parents have participated in children's education both at home and at school. This includes parents mainly receiving information sent home by the school, supporting or taking part in school activities prepared by school staff, and attempting to help children with their homework. On the other hand, while parents indicate a strong interest for being involved in these ways, they also are most interested in helping with school governance matters, learning more about education jointly with educators, and serving as advocates for current educational needs, issues, or concerns.

The involvement interests of parents appear to extend beyond the boundaries of participation that educators indicate would be most useful. It seems that parents and educators have dissimilar views about the meaning of parent involvement in education. Although there are some mutual agreements about certain aspects of parent involvement acceptable to both groups, parents appear to be interested in much broader involvement than the more narrowly defined areas that educators consider as being useful.

In order for parent involvement to become more acceptable, viable, and effective, a clearer definition is necessary--one that all can agree upon.

Otherwise, fundamental barriers will stand in the way of successful parent involvement. Thus, it appears that there needs to be a consensus concerning the definition and scope of parent involvement efforts between parents and educators before these can become more integral to the educational system and its processes. Such concordance is key to developing more of a partnership between homes and schools in dealing with the difficult issues that education faces today and tomorrow.

The lack of agreement between parents and educators regarding parent involvement's meaning appears to stem from the fact that neither group has had much formal training in the area of parent involvement. Both of the groups indicated that there is a definite need for teachers to be trained for parent involvement. It also seems that parents, other school staff, administrators, and even teacher educators might need such training for parent involvement to be most effective. Additional knowledge, understandings, skills, and experiences should enhance not only broader acceptance but also a smoother integration of parent involvement into the educational process.

Some of the differences in opinions about parent involvement in school governance matters may reflect a fear and/or reluctance on the part of educators (especially teachers, principals, and administrators) to share with parents those roles or activities that, in recent years, have been considered as the sole domain of educators. Further, many teachers appear to desire more of a say in educational matters or decisions. Most administrators appear unwilling to share governance because it may lessen their effectiveness and/or power. As a result, the possibilities of joint decision-making with parents will meet with resistance because educators still appear neither willing to share control nor able to see how, in practice, this might increase the effectiveness and quality of education.

Based upon the more preferred ways educators want parents involved and the ways parents are most interested in being involved, there appears to be a need for change in how parent involvement is perceived. Educators should capitalize on the wider involvement interests of parents and should expand the opportunities for increasing their participation in education. Much of this will require educators to realize that many parents are far more sophisticated in their knowledge and skills than educators perceive them to be. As such, many parents can take part in more of a variety of roles or activities. To facilitate this broader and more collegial participation, will require attitudinal and perceptual changes on the part of educators as well as systemic changes with respect to the educational enterprise.

Parent involvement cannot be effective if educators continue to see it as an attachment or a supplement to mainstream educational activities. Rather, such involvement must be incorporated into the mainstream of education. The results suggest at least three steps to accomplish this. First, a clear, definitive statement about parent involvement must be developed and issued to all in a school system. Second, viable, written policies to help frame and implement parent involvement efforts must be established. Third, both staff and financial resources to carry out parent involvement activities need to be identified, and then designated for such purposes. In doing so, the importance of parent involvement in education will be more evident from the perspectives of educators and parents alike.

The extent to which parent involvement can be improved appears to be directly related also to how "open" educators are to this concept. In addition, developing a broader range of parent involvement activities that are more related to parents' interests and strengths is a most important aspect of revitalizing their participation. Although parents will participate in slightly different ways, this should not deter educators from working with them to develop jointly the framework and components of an effective involvement program. Ultimately, educators will have to realize that the most effective parent involvement program, similar to the most viable educational program, must include participation from the entire school community rather than being limited to the school building.

Parent involvement should be perceived by educators and parents as a more encompassing concept in education. To do this, it appears that parent involvement may need to be framed within the concept of at least four broad domain areas. These would include: (a) public relations, (b) school support/learning, (c) home support/learning, and (d) shared governance. In doing so, parent involvement can become a catalyst, which helps parents influence as well as fully participate in the educational system. Further, such participation experiences will help enable parents to more effectively negotiate through community entities which, in turn can make family life more satisfying and successful. Finally, parent involvement which includes the partnership approach can serve as a useful resource for educators to enhance the effectiveness and success of schools and education.

d. Specific Recommendations.

A review and analysis of results from the survey of our seven parent-involvement stakeholder groups has led us to offer the following recommendations as a means of enhancing fuller parent participation in the education of their children at home and at school:

- Parent involvement at both the preservice and inservice elementary teacher training level should be taught in a developmental sequence that progresses from learning about the more traditional types of parent involvement where parents are asked to cooperate with school staff, to the types of parent involvement in which school staff provide assistance to parents, and then toward the types where parents and school staff work together essentially as partners in education.

- Preservice elementary teacher education as well as inservice teacher staff development must, as a priority, focus on providing participants with an overview of, or background about, the parent involvement movement as well as providing them with knowledge, understanding, and skills regarding major aspects of parent involvement in education (e.g. the personal, practical, and conceptual frameworks).

- Parent involvement must be presented to elementary preservice and inservice/teachers so that it is viewed as an integral part of their preparation, rather than an attachment to it. As such, teachers will need to learn how to enhance teaching and learning success; how to develop better, more of a partnership with parents; how to help

develop broader community support for the schools; and how to make cooperation between home and school more synergistic.

- The parent-involvement teacher training sequence needs to address specific knowledge bases related to the various kinds and levels of parent involvement. For example: teachers should be taught the differences between teaching children in the classroom and teaching or working with their adult parents to become more involved as home tutors.

- After assisting preservice and inservice teachers to examine and identify their attitudes toward parent involvement, broaden their perspectives concerning the value/impact of parent involvement, and acquire the relevant knowledge and understandings regarding the main kinds of parent involvement, they should be provided practical opportunities or experiences to develop and sharpen skills in working with parents.

- Inservice parent-involvement teacher training--in order to more effectively enhance teachers' knowledge, understandings, skills, attitudes, and motivations for working more collegially with parents--will need to consist of a series of sequenced workshops rather than a one-day, one-time workshop effort.

- Principals and other administrators must be included in parent involvement training, as they often set the rules and norms in the schools. If they are not aware of the benefits of parent involvement, or not skilled in working with parents, they may set norms for teachers that discourage them from using the skills or knowledge acquired regarding parent involvement.

- To encourage all school staff in school districts to develop better relations as well as work with parents as partners in education, formal district policies need to be written that clearly spell out the commitment to parent involvement. Responses from our superintendents' and school board presidents' surveys indicate that existence of formal written policies encouraging parent involvement is directly related to increased levels of a variety of parent involvement activities in schools.

- In designing school district parent involvement programs, the various types of parent involvement must be viewed as a developmental sequence, from the teachers' and the parents' point of view. Increasing parent involvement in the role of audience requires comparatively less effort and skill on the part of both teachers and parents than would parent involvement as home tutors. Therefore, interests, skill levels, and estimates of available time, especially on the part of parents, must be considered when deciding which types of parent involvement are to be the focus of program efforts.

- School district, building, and/or classroom parent-involvement efforts need to establish program activities based on the premise that parents are as equally important to children's academic success

as educators. This will necessitate providing parents with more of a participatory role in all educational matters.

- Parents need to be more fully involved at all levels of the educational system so that they can (a) strengthen the capacity of their families to establish appropriate learning environments, (b) provide meaningful home learning experiences, and (c) support/reinforce school learning activities.

- Parents should be provided with more educational information, more opportunities to share their insights/concerns, and more training, as needed, for the roles with which they can, or wish to be involved in education. This can serve as a means of strengthening parents' ability and status as partners in the education of their children.

- Parents must be provided opportunities, through parent involvement, to interact with, be informed about, referred to, and learn how to deal with those agencies, organizations, resources, or networks available in their communities. This should enhance their abilities to arrange for and/or care for family needs in a more self-sufficient and efficient manner.

B.2. Need for Present Work

Results from PIEPs surveys clearly indicated a need for training preservice (undergraduate) and inservice elementary teachers in the area of parent involvement. A previous review of the literature revealed that no teacher training materials existed that were research based, systematized theoretically, logically sequenced, and accompanied by specific methods of teaching parent involvement to teachers. Few of these kinds of materials were available to teacher trainers on a widespread basis and not many of those were research/theory based and developed from the perspectives of key parent-involvement stakeholder groups.

A decision was made by Project staff not to develop materials that were completely prepared and ready for use as courses, modules, or programs for parent involvement teacher training. Rather, it was agreed that a set of research-based guidelines and strategies for parent-involvement teacher training would be more practical. As such, these would provide theoretical/research framework for materials that allows teacher trainers to utilize their creativity and flexibility in developing the more viable approaches to parent-involvement teacher training.

With the guidelines and strategies, the variety of parent-involvement teacher training materials that are available to teacher trainers could be more systematically organized, grouped, and utilized. They would also enable teacher educators to determine how much depth their parent involvement training effort would have in their coursework, workshops, seminars, etc. This kind of flexibility is important to teacher educators, especially when the amount of time available for parent involvement instruction will vary.

The guidelines and strategies focus on parent involvement in children's education at home as well as at school and on parent involvement in various aspects of school governance based upon PIEP's research findings. This

research also suggests that these guidelines and strategies provides specific information about the things teachers need to know, feel, understand, and do regarding the involvement of parents in children's education.

Results from the survey of teacher educators indicated that they have available few materials that provide the broad theoretical frameworks for developing parent involvement teacher training activities, nor do they have a comprehensive set of related strategies to implement the activities. Thus, Project staff saw a need to develop a set of research-based guidelines and strategies for training preservice as well as inservice elementary teachers in the area of parent involvement at home and school. Further, staff surmized that this information needs to be shared with teacher educators, staff development/inservice specialists (SEA and LEA), parent involvement program staff, and other stakeholder groups in the SEDL region. As a result, this year of project work centered around responding to these needs.

C. Plan

C1. Goals and Objectives

The Parent Involvement in Education Project had two major goals for FY84. These goals were:

a. To utilize the parent involvement survey results and selected parent involvement experts in developing guidelines that can be used for (1) training educators to enlist the participation of parent in home learning to improve children's academic achievement, (2) training educators for increasing the participation of parents and other citizens as volunteers who supplement school resources, and (3) training educators for involving parents in the governance of schools.

b. To utilize the parent involvement survey results and selected experts in developing guidelines for LEA and other educational agencies/organizations in implementing school programs aimed at (1) involving parents in home learning, (2) involving parents and other citizens in school support efforts, and (3) involving parents in policy and administrative school decisions.

Ten specific objectives were outlined to accomplish the two major goals. These objectives were:

(1) To review and synthesize the literature regarding strategies for training educators both at the preservice and inservice level.

(2) To identify experts at the local, state, and higher education levels in the region with experience in parent involvement.

(3) To ask these experts for their suggestions and recommendations about training educators and implementation of school programs regarding parent involvement.

(4) To synthesize information from current literature and from experts to prepare a state-of-the-art summary on training educators for parent involvement and on developing more effective parent involvement programs in schools.

(5) To develop a ste of guidelines, strategies, and materials for training educators in parent involvement.

(6) To conduct an assessment of the parent involvement guidelines, strategies and materials developed for use by LEAs, IEAs, SEAs, and IHEs.

(7) To refine the prototype parent involvement guidelines, strategies, and materials.

(8) To disseminate the parent involvement informaton to LEAs, IEAs, seAs, and IHEs and establish the mechanisms for providing technical assistance/training to these agencies if needed.

(9) To prepare a final report and executive summary describing project activities and outcomes for dissemination.

(10) To submit final report and disseminate executive summaries to the appropriate agencies, organizations, and institutions.

C.2 Key Staff Persons

Staffing for PIEP incudes a Project Director, Research Associate, and Adminsitrative Assistant. These staff are:

Dr. David L. Williams, Jr., Project Director

Dr. Nancy Feyl Chavkin, Research Associate

Mrs. Susan Deason, Administrative Assistant

Dr. William's major responsibilities included conceptualizing, developing and implementing the plan of action for developing the guidelines and strategies; identifying, contacting and selecting the parent involvement experts for the need-sensing with regard to parent involvement teacher training; coordinating the review and synthesis of needs sensing information; coordinating the design and development of the guidelines and strategies, the assessment instruments and assessment effort; coordinating the analysis of assessment findings, synthesis of results, and the development and revision of guidelines and strategies; coordinating and writing of portions of the final reports; reviewing and submitting final reports and accompanying deliverables.

Dr. Chavkin's major responsibilities included designing and developing the instruments used in the development of the guidelines and strategies; conducting the data analyses; and assisting in organizing data results and synthesizing information for reports/written materials. Dr. Chavkin also prepared drafts of reviews of research and assisted in refining the conceptual framework for the current project.

Mrs. Deason's major responsiblities included providing a full range of administrative assistant/secretarial services to the division's director and staff members.

D. Major Activities and Accomplishments

D.1 Literature Review and Synthesis

The first major activity was to review and synthesize the literature regarding strategies for training teachers at both the preservice and the inservice level. An ERIC search, which focused on both teacher training and parent involvement in education, was conducted using the following descriptors: parent-school relationship, parent participation, family-school relationship, parent-teacher cooperation, parent-teacher conferences, parent education, decision making, community resources, school community relationship, teacher education curriculum, teacher role, elementary education, teacher attitudes, preservice teacher districts, teacher centers, college-school cooperation, staff development, and continuing education.

After completing a comprehensive list of ERIC documents, journal articles, and books, the Project staff examined relevant materials for the literature review regarding teacher training and parent involvement. Staff wrote a brief document that describes the project's approach and defines models that describe different types of parent involvement. This document is used as the introduction to a selective annotated bibliography or state-of-the-art report regarding training teachers in parent involvement.

The state-of-the-art report (see Attachment A) is divided into two major sections. Part One focuses on parent involvement training for teachers and is subdivided into the following topic areas: improving communication between teachers and parents; increasing parent participation in school support activities; increasing parent involvement in academic activities; and learning to work with parents as decision makers.Part Two focuses on improving parent involvement programs in schools and is subdivided into the following topic areas: developing programs to improve parent-school communications; developing programs to increase parent involvement in school support activities; developing programs to train parents for teaching at home and in the classroom; and developing programs to involve parent as decision-makers.

The literature review helped the staff categorize the many ideas about teachers training in parent involvement into three models. These models were: (1) training teachers about parent involvement that supports children's school learning; (2) training teachers about parent involvement that supports children's home learning; and (3) training teachers about parent involvement in shared educational decision-making.

Three Teacher Models with an Emphasis on Parent Involvement

1. Parent Involvement That Supports Children's School Learning: These are teachers who see parents as an important resource and can develop a relationship with parents in an effort to help children's learning as well as the needs of the school. In addition to mastering classroom

management and instructional skills, these teachers effectively communicate with parents about their child's progress and are able to enlist the assistance of parents in carrying out both classroom and extracurricular activities.

2. Parent Involvement That Supports Children's Home Learning: These are teachers who see parents as allies in the teaching process and who can teach parents how to more effectively teach their own children at home. In addition to mastering classroom management and instructional skills, these teachers effectively communicate with parents about their children's progress and are able to teach parents how to teach their own children at home.

3. Parent Involvement in Shared Educational Decision-Making: These are teachers who see parents as full partners in the educational process, who can involve parents in educational decision making and who can work with parents as peers in classroom/school efforts. In addition to mastering classroom management and instructional skills, these teachers involve parents in educational decisions affecting their children as well as the entire school.

D2. Survey of Experts

Project staff sought input about teacher training in parent involvement from experts at the local, state, and national level having expertise with parent involvement courses, curriculum courses, parent involvement programs, staff development/inservice education, and parent organizations.

Approximately 140 experts were identified through telephone, agency directory, and other personal contacts. Most of the experts are at higher education institutions since most preservice education takes place there. However, the list includes a cross section of experts from school districts, state education agencies, parent groups, and research/development organizations. See Attachment B for the list of experts.

The criteria used in selecting the parent involvement experts included the following:

- teaching a university/college elementary education curriculum, parent/teacher relations, home/school relations and/or parent involvement course at the undergraduate and/or graduate level
- is in charge of staff development/inservice education at the LEA central office level
- engages in research and/or development activities regarding parent involvement
- is associated with a parent/parent involvement organization or program
- develops/disseminates information and/or materials related to parent involvement

Persons at colleges and universities as well as organizations/agencies in the SEDL region were contacted to help identify or recommend potential experts.

An information-gathering form (see Attachment C) was developed and refined for use with the parent involvement experts. The information form utilized the categorization of three models of parent involvement in education that evolved from the synthesis of the literature.

The experts were asked what teachers need to know and what teachers need to understand about parent involvement to support school learning, about parent involvement that supports children's home learning, and about parent involvement that supports shared decision-making. The experts were also asked to specify skills these teachers needed for each kind of parent involvement and to indicate how teachers should be trained for each kind of parent involvement. Each group was asked what preservice as well as inservice teachers needed to know regarding each kind of parent involvement.

The information gathering form was sent in a pack of information to 142 individuals (47 experts in parent involvement and 95 college/university faculty who taught courses related to parent involvement or curriculum and who conducted staff development/inservice training efforts). The packet letter (see Attachment D) as well as a copy of our latest executive summary. Project staff followed up in cases where there was a lack of response and coded the completed forms so that they could be analyzed and synthesized.

A total of 15 experts responded to the Project's inquiry as did 34 college/university faculty. The responses for experts were recorded on a master form divided into sections corresponding to the mailed information form. The same was done with responses from college/university persons. These master forms were analyzed and reviewed by Project staff. A summary of responses to each section, first according to the experts then the college/university faculty, is Attachment E.

D3. Guidelines and Strategies

Using the information gathered from parent involvement experts and college/university faculty, Project staff identified topics and competencies for training teachers in parent involvement. This process included categorizing each suggested item under the relevant topic area.

Responses from respondents were first grouped as follows:

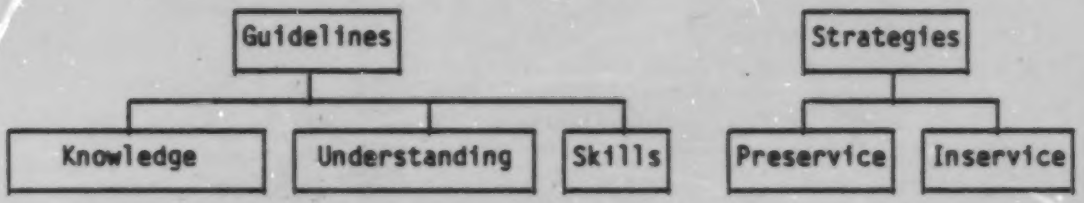
1. Knowledge, understanding, and skills preservice teachers need to enhance the involvement of parents in childrens' school and home learning as well as in educational decision-making.
2. Knowledge, understanding, and skills inservice teachers need to enhance the involvement of parents in childrens' school and home learning as well as in educational decision-making.
3. Suggested strategies for training teachers to involve parents in children's school learning, home learning, and educational decision-making.

It soon became clear from the survey of experts and college/university faculty that preservice and inservice teachers needed the same set of

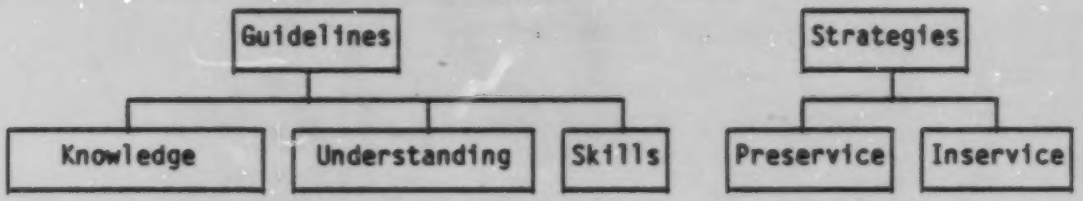
knowledge, understanding, and skills to enhance the involvement of parents in children's education. However, the strategies for acquiring that knowledge, understanding, and skill would vary between the preservice and inservice teacher groups. In addition, because the knowledge, understand-ing, and skills needed about parent involvement in children's school learning were very similar to the knowledge, understanding, and skills needed about parent involvement in children's home learning, the two categories were combined to read as parent involvement in children's learning. Thus, the following categorization emerged (See Figure One):

Figure One

A. Guidelines and strategies for training teachers about parent involvement in children's learning.



B. Guidelines and strategies for training teachers about parent involvement in shared educational decision-making.



Project staff then refined the ideas generated by the survey into short paragraphs about each knowledge, understanding, and skill area. The strategies for preservice and inservice teachers were also further developed. The guidelines and strategies were arranged horizontally so that for each knowledge area, the reader could find the accompanying understanding, skills, preservice strategies, and inservice strategies.

After Project staff refined the guidelines and strategies, a consultant review was arranged. Three outside reviewers critiqued the content, format, wording, and length of the guidelines and strategies (see Attachment F). These suggestions were incorporated into revised versions of the guidelines and strategies, and these revised versions were prepared for a more thorough assessment by parent involvement experts and college/university faculty.

D4. Assessment of Guidelines and Strategies

Project staff conducted an assessment of the suitability of the guidelines and strategies for use by teacher educators/inservice directors in training teachers to involve parents in education. Approximately 40 experts/teacher educators (see attachment G) were identified as potential reviewers of the draft guidelines and strategies. Phone calls and letters requesting their assistance were used (see Attachment H). A review and comment form was sent along with the guidelines and strategies and return postage (see Attachment I). Responses were received from 32 experts and teacher educators. Their comments are summarized in Attachment J.

The assessment from the field provided some valuable insights to the Project staff. The ideas were incorporated into a revised plan for the guidelines and strategies. Specifically, the reviewers helped Project staff revise content areas, determine that ranking of content areas was not necessary, and sharpen the language used. Attachment K includes the refined version of the guidelines and strategies.

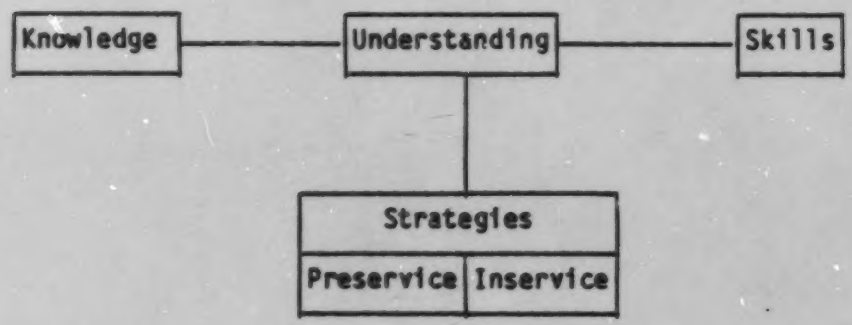
In accord with recommendations for visual aids/graphics and conciseness, Project staff developed two schematics. The first, Figure Two, focused on the general format of the guidelines and strategies, and the second, Figure Three, grouped the special components of the guidelines and strategies into three interrelating frameworks.

Following the assessment of the guidelines and strategies, Project staff also developed several other written materials to include with the guidelines and strategies. These materials (see Attachments K) are:

(1) a rationale for developing the guidelines and strategies
(2) a brief report of previous PIEP parent involvement surveys of educators and parent
(3) recommendations from educators and parents about teacher training about parent involvement
(4) a description of the process of how the guidelines and strategies were developed
(5) assumptions made in the development of the guidelines and strategies
(6) definitions of key terms
(7) selected resources for teacher educators and inservice directors (organizations and individuals, programs, conferences, audiovisuals)
(8) a list of references

Figure Two

STRATEGIES FOR TRAINING TEACHERS
ABOUT PARENT INVOLVEMENT*

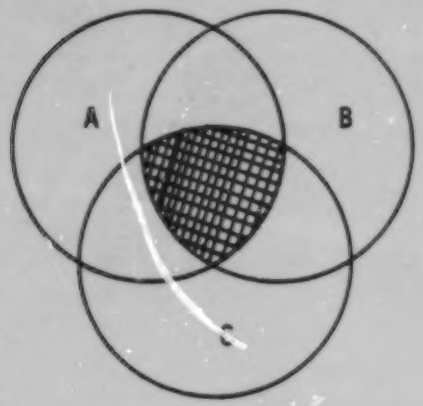


*A. Strategies for Training Teachers about Parent Involvement in Children's Learning

*B. Strategies for Training Teachers about Parent Involvement in Shared Educational Decision-Making.

Figure Three

THREE ESSENTIAL COMPONENTS OF THE IDEAL
TEACHER TRAINING PROGRAM IN
THE AREA OF PARENT INVOLVEMENT



Note: In the figure above, the shaded area represents the ideal teacher training program in the area of parent involvement. The ideal teacher training program contains part of all three frameworks: personal, practical, and conceptual.

A. Personal Framework
Knowledge, understanding, skills
- self
- schools
- parent
- community

B. Practical Framework
Knowledge, understanding, skills
- program
- effective methods
- interpersonal communication
- limitations

C. Conceptual Framework
Knowledge, understanding, skills
- history
- theory
- research
- developmental nature

D5. Dissemination

The Parent Involvement in Education Project has plans to disseminate several of the outcomes of this year's work. First, a flyer will be developed which describes the guidelines and strategies. The flyer will be mailed to LEAs, IEAs, SEAs, and IHEs in SEDL's six state region. This informatonal mailing will invite interested persons to request a copy of The Guidelines and Strategies for Teacher Training about Parent Involvement. The administrative assistant will monitor and track requsts so that the Project can assess the audience it is reaching.

Other written material will also be disseminated. A state-of-the-art report which includes a synthesis of the literature and research findings will be made available to those who want an annotated bibliography. A complete document which describes the previous three years surveys of key stakeholders (teacher educators, teachers, principals, parents, and school governance people), the process by which the guidelines and strategies were developed, the guidelines and strategies, and a resources section will also be available. In addition, Project staff will prepare an executive summary of the Final Report.

During this year of Project work (FY84), the PIEP engaged in a variety of dissemination activities. These efforts were designed to inform, involve as well as stimulate action among stakeholders regarding the development of a more viable partnership between home and school. The partnership stresses involving parents about educators in all aspects of the educational process. To help facilitate the parent-educator partnership, the PIEP has engaged in a variety of dissemination efforts as part of this year's work. A brief description of these efforts is as follows:

- Responses to Inquiries. The PIEP has received more than 100 written/oral inquiries abut its research. Among the kinds of individuals, organizations and agencies requesting information were -

National Commission on Prevention of Child Abuse
Oklahoma Education Agency
Austin Independent School district
Indiana Elementary Principals Associations
Indiana Congress of Parents and Teachers
Indiana Association of Secondary School Administrators
Nevada Education Agency
Loretta Frissora (Boston College Doctoral Student)
Circlewell, Ohio ALPHA Program
Northwest Regional Educational Laboratory
Kansas Association of Elementary School Principals
Council of Chief State School Officers
American Enterprise Institute
New Jersey Education Agency
Richardson, Texas Independent School District
Metro-Dean's Grant Project: Morgan State University
Diane Scott-Jones, North Carolina State University
Salt Lake City School District
School Effectiveness Program, Santa Clara County Office of Education

Northside Independent School District, San Antonio, Texas
Texas Education Agency
Louisiana Education Agency
Arkansas Education Agency
New Mexico Education Agency
Cynthia Harris - Principal, Richmond, CA

- Mass Dissemination. Publications regarding PIEP research were sent to:

Chief State School Officers in Region (FY83 Executive Summary).
Local School Superintendents in Six State Region (2500)
Local School Board President's in Six State Region (2500)
National Association of School Boards
American Association of School Adminstrators
National Parent Teacher Association
National Association of Elementary School Principals
American Federation of Teachers
American Association of Colleges of Teacher Education
Association of Teacher Educators
Teacher Training Colleges/Universities in Six State Region (Selected)

- Presentations. The following presentations were made by PIEP staff. Mention also is made of the types of participants attending and the number of materials distributed:

"Teachers', Principals' and Parents' Feelings about Parent Involvement in Education," February 10, 1984. Texas State Teachers Association Mid-Winter Workshops; Austin, Texas (elementary/secondary teaching supervisors, parent involvement specialists, special education teachers; 40 copies of a paper).

"Parent Involvement In Education: Is There A Consensus Among Parents and Educators?", March 22, 1984. Feature Speaker at Noon Seminar Sponsored by National Institute of Education and George Washington University, Washington, DC (representatives from teacher, principal and administrator national organizations; parent involvement program coordinators; federal educator program administrations; PTA representatives, parents; school principals, school administrators; college/university faculty; distributed 55 handouts).

"Regional Perspectives of Educational Policymakers Regarding Parent Involvement," April 25, 1984. American Educational Research Association's Annual Meeting, New Orleans, LA (College/University researchers; parent involvement program developers; local school district administrators; distributed 40 handouts).

"Insights Regarding Parent Involvement in Education From Viewpoints of Parents and Educators; Some Implications for Teacher Training," May 16, 1984 Building Family Strengths Conference; Lincoln, NE (Parent Involvement Program staff; elementary teachers; college/university faculty; school-family program providers; family educator program staff; researchers; distributed 40 handouts).

"Parent, Educator and Administrator Perspectives Concerning Parent Involvement In Education," July 16, 1984. Texas Association of School Administrators Superintendent's Workshop for Educational Leaders; Austin, Texas (Texas school superintendents and other administrators; distributed 50 copies of a paper).

"Parent Involvement In Education: Some Conclusions and Recommendations," July 30, 1984. Parents as Partners Conference, Louisiana Tech Unversity; Ruston, LA (SEA administrators, local school district administrators and program staff; parents; principals; school superintendents; distributed 80 copies of a paper).

"Parent Involvement In Education: Some Insights, Implications and Recommendations July 30, 1984. NOVA University Workshop for Educational Leaders; San Antonio, Texas (School administrators, SEA officials; principals, coordinators; distributed 60 copies of a paper).

"Bridging the Gap Between Home and School Through Parent Involvement: Some Directions for Action," August 26, 1984. The 34th annual Meeting of Society for the Study of Social Problems; San Antonio, Texas (Social workers, family education program staff, college/university faculty, researchers; disseminated 35 copies of a paper).

"Forging a Partnership Between Parents and Educators through Parent Involvement: Implications from Research:" September 21, 1984. World Book-Childcraft Blue Ribbon Panel on Improving the Home-School Partnership With Parent Involvement; Chicago, Illinois (representatives from teacher, administrator, and principal organizations, SEA and LEA officials; distributed 20 copies of a paper).

"Parent Involvement in Education: What Does The Research Say?", October 11, 1984. Eleventh Annual Training Workshop of the National Coalition of Title One Chapter One Parents; Washington, DC (parents; parent involvement program coordinators; Chapter One Title One local, state and federal program staff; college/university staff; parent involvement consultants; researchers; administrators; distributed 185 copies of a paper).

"Community Journal: Parent Involvement in Education," November 7, 1984. Television Station KRIS, Corpus Christi, (parents, educators, general public).

E. Significance of Project's Activities

These guidelines and strategies represent what the Parent Involvement in Education Project feels is a significant contribution in helping to build more effective partnerships between homes/communities and the public schools. A strengthening of these partnerships can lead to more relevant and quality educational experiences for all learners.

The Parent Involvement in Education Project has provided recommendations for increasing the overall effectiveness of schools in providing (1) improved learner acquisition of basic skills through home-school collaboration, (2) better trained staff and administrators to work with parents and the community, (3) better learning atmospheres at home and at school, (4) improved cooperation between schools and

communities, (5) broader community support and input regarding the school's educational goals and objectives, and (6) increased sharing of information between homes/communities and schools.

In addition, project outcomes have served as a basis for expanding the preservice and inservice training of teachers and administrators in soliciting parent/community cooperation, support and input regarding governance matters. The guidelines and strategies are applicable at the local and state education agency level. Institutions of higher education, as well as professional and lay organizations, also found the project outcomes useful to and supportive of their efforts which promote more effective partnerships between homes/communities and the public schools.

The specific constituents who have benefitted from and used results from the project include parents, parent organizations, community/civic groups, the private sector, local school districts (i.e., teachers, principals, central office staff, etc.), intermediate educational agencies (e.g., service centers, etc.), state education agencies, regional educational offices, local, state or national professional/lay organizations, teacher training institutions, other researchers, and related parent involvement programs or efforts. The kind of interface, interaction, and collaboration that project results specify for improving children's educational experiences have helped increase the incidences of family, educators, and community cooperation while reducing barriers between the two major learning environments of children: home and school.

F. Deliverables

1. Three quarterly progress reports submitted February 28, 1984, May 31, 1984, and August 31, 1984.

2. One annual report of project work submitted November 30, 1984 (10 copies).

   a. One state-of-the-art document that comprehensively synthesizes the parent involvement literature review, the parent involvement surveys and the process of the development of the parent involvement guidelines and strategies.

   b. A refined set of guidelines and strategies to train preservice and inservice teachers for parent involvement in children's education both at school and at home.

3. An executive summary of the Parent Involvement in Education Annual Report for fiscal year 1984.

SECTION G

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ATTACHMENTS

ATTACHMENT A

State of the Art Report: Summary of Recent Literature on Training Teachers for Parent Involvement and on Developing Parent Involvement Programs

Introduction

The current status of parent involvement in education can be seen as the result of several different trends in public education. Perhaps the first of these trends began with Brown v. Board of Education in 1954. In the 30 years since that famous Supreme Court decision, efforts to desegregate the schools often resulted in the creation of parent groups who hoped to influence desegregation plans and of parent advisory committees created by schools to develop plans acceptable to their community. Some of these parent groups developed in communities where parental input was discouraged or ignored. The focus of these groups became community control of the schools, not collaboration with teachers or administrators. Although it may have been necessary for parent groups in these communities to fight for control of the public schools, their militant efforts seem to have left many school administrators with a negative attitude toward any type of parent involvement.

Another important trend evolved from contemporary research about child development. Increasing evidence pointed to the importance of the parent in all aspects of early child development, including the learning of social and intellectual skills. When these studies of early childhood development were combined with the findings of the Coleman Report, the logical conclusion seemed to be that the educational system should work with parents and with preschool children to promote academic achievement among poor or disadvantaged

children. The Head Start and Follow Through programs were designed so that parents would have a say in project decisions and therefore a greater commitment to participation. Although the extent of actual parent involvement varied from project to project, these federal programs gave educators a chance to experiment with parent involvement and to examine the relationship between the various types of parent involvement and indicators of student achievement.

In 1974, Congress passed the Family Educational Rights and Privacy Act, also referred to as the Buckley Amendment. This legislation gave parents the right to review and inspect any of their child's educational records in schools. It also required that educators provide parents with an explanation in lay terms of the meaning of their child's records. Parents were also given the right to challenge the content of school records and even to request that portions be thrown out. This legislation was a landmark for establishing the rights of parents to be involved in the education of their children, and it also imposed new duties on educators in the public schools. Teachers and administrators were now required to be ready to explain their actions to parents and even to defend them in court if necessary.

In the field of special education, another federal law had a major impact on the progress of parent involvement. After a long succession of Supreme Court cases upholding the right of handicapped children to a public education, Congress finally passed the Education for All Handicapped Children Act in 1975, known as P.L. 94-142. Although this legislation did not call for the creation of parent advisory committees, it did require that the parents of any

handicapped child be involved in creating the educational plan for that child and that schools keep parents fully informed of any educational decisions school staff might be contemplating with regard to their child. Teachers and administrators could no longer exclude parents from educational decisions simply because the parents lacked the training or expertise of educators. Teachers and administrators were now called upon to explain their proposed actions to parents and to provide them with a rationale for those actions. In addition, the parents could exercise a veto in these educational decisions by filing suit in the federal courts. In these situations, educators had to convince parents of their good will as well as providing them with a substantial rationale for any decisions affecting their child.

Finally, the taxpayers' revolt about government spending has also had an impact on parent involvement in schools. After the passage of Proposition 13 in California, more communities refused to pass school bond issues which were necessary for the schools. In communities where the schools had failed to develop substantial ties with citizens and parents, schools faced severe budget cuts and corresponding cuts in the services delivered. In order to prevent this type of occurrence, administrators, school board members and others concerned with school public relations began to see parent involvement as important to develop community support for the schools.

In summary, parent involvement has come to mean a variety of things to both parents and to educators. There are the traditional

types of parent involvement in which parents serve as an audience for communication from the school or in which they serve as volunteer support for school activities. There are more recent types of parent involvement in which parents and educators are becoming true partners in making educational decisions in the public schools.

In order to examine the extensive literature on parent involvement which relates to either teacher training or to program design, the following review is organized according to four different types of parent involvement, each of which has different goals and each of which requires different skills on the part of teachers. Each section contains a brief annotated bibliography of recent publications. Hopefully, this format will make it easier for educators or for other researchers to clarify the issues in parent involvement and to locate publications relevant to those issues.

This review of the literature consists of two parts. The first part consists of four sections dealing with teacher training and parent involvement. The first section deals with communication between teachers and parents. Effective communication is the foundation for increasing all types of parent involvement in the schools. The second section deals with parent participation. Parent participation in this review of the literature includes having parents involved in activities which support extracurricular events at the school. It also includes having parents involved as volunteers in the cafeteria, the office, the library, or in some other area besides the classroom. The third section deals with parents involved in the academic aspects of school. This includes

parents teaching their own children at home and parents working as volunteers in the classroom. The last section looks at the literature having to do with involving parents as decision makers. This includes parents serving on school advisory committees, and serving on school improvement committees in addition to making decisions affecting their own child.

In each section, a type of parent involvement activities is described and the literature relevant to training teachers is reviewed. Also included are annotations of materials reviewed which might be helpful to the reader studying parent involvement.

In the second part of this review, the literature regarding more effective parent involvement programs will be reviewed. Instead of focusing on teacher training, the literature in this section includes suggestions and guidelines for designing more effective parent involvement programs.

Again, the literature on parent-teacher communication will be examined first, but this time the literature will be discussed which focuses on designing parent involvement programs in which the primary goal is improved communications between parents and the schools.

The second section in Part Two looks at designing parent involvement programs in which the primary goal is increased parent participation in the extracurricular activities of the school.

The third section examines the literature for information about improving parent involvement programs in which the primary objective is that of training parents to teach their children at home or to assist with instruction in the classroom.

The last section in Part Two examines the literature which deals with improving parent involvement programs which seek to involve parents as decision-makers in the schools.

Although parent involvement efforts in the school are likely to have multiple goals, this review of the literature by categories is intended to provide the reader with information which relates program design to program goals.

PART ONE

PARENT INVOLVEMENT TRAINING FOR TEACHERS

1. Improving Communication between Teachers and Parents

The most widely supported area of parent involvement is that which focuses on improving communication between parents and the schools. Surveys of parents have consistently shown that parents want more information from the schools and increased communication with school staff. Surveys of educators have also shown that they desire increased communication with parents in their communities. In addition to being widely supported by both parents and educators, communication between the school and parents is also the foundation on which most other types of parent involvement are built.

The widespread support for improved communication is also reflected in the educational literature. Improved communication is described as having the potential to increase parent understanding of school affairs, to increase parent support for school goals, to increase parent participation in school events, to increase parent support for school bond issues, to enlist parent cooperation in enforcing school discipline policies, and even to improve student achievement.

In order for this potential to be more fully realized, educators must learn how to communicate with parents and with citizens in their community. Educators must develop specific sets of skills which have little to do with classroom instruction and which are generally not a part of their training curriculum.

The literature offers many suggestions about changing teacher training at the preservice level to include more emphasis on the important skills of home-school communication. First of all, the contact student teachers have with parents in their student teacher year should be increased. New teachers should begin to work with parents early in their teaching careers so they view communication with parents as part of their job rather than added work.

Teachers in training should be taught to view parents as the child's first teacher and to understand the importance of parent support for academic success. Until teachers view parents as partners in education, they may see parent involvement efforts as encroachment on their professional turf.

Once teachers accept the validity of working with parents in the educational process, they will also need the skills to make the partnership work. They will have to learn how to better communicate with parents about the goals of the school and about their own efforts to achieve those goals. In addition, they will also have to learn how to listen to parents to learn what they know about their child, to learn the parents' expectations of the school and to hear their concerns about the activities at the school.

Although the literature about improving the communication skills of prospective teachers is based more on the experience of educators than on educational research, there is considerable agreement that improving teacher skills in this important area would also increase teachers' willingness to work with parents in the schools.

Communication skills also should be a major component in inservice education for teachers. These skills require a substantial investment of time and involve practice as well as concept learning. In addition to communication skills, the literature offers numerous suggestions for preparing teaches to communicate with parents. Some of these suggestions are as follows:

1. Teachers need to be more aware of the important public relations aspects of telling parents about their school.
2. Teachers also need to be more aware of the role of communication in developing a cooperative relationship between parents and teachers.
3. Teacher training should reflect the philosophy that parents are valued participants in the public schools rather than interlopers.
4. Although some schools will not promote better communication with parents, teachers should be aware of its potential benefits. Their training should include training in communication skills and knowledge of techniques used in schools with strong parent-school relationships.
5. In addition to general communication skills, teachers should get specific training about talking with parents about their child and conducting successful parent-teacher conferences.

Corvone, Barbara Tucker, and O'Leary, Kathleen. "A Conceptual Framework for Parent Involvement." Educational Leadership, 40 (November 1982), 48-49.

Descriptors: continuum of parent involvement.
Short Title: conceptual framework for parent involvement.
Methods and Practices; Program Description.
Brief Summary:

Parent involvement programs must include a wide range of activities. These activities should include parents as ACTIVE participants AND parents as PASSIVE participants. Not all parents want to be active participants, but programs must provide some way to keep these parents connected. Also programs must provide activities to tap the potential of more active parents. Teachers must lay groundwork for parent involvement activities. Teachers must prepare themselves for working with parents.

Dean, Christiann. Cooperative Communication between Home and School: A Workshop Series for Parents of Elementary School Children. Cornell University: Family Matters Project, 1983.

Descriptors: parent involvement, parent training, communication skills
Short Title: workshop guides to help parents become effectively involved.
Methods and Practices.
Brief Summary:

The workshop guide for training parents complements the module
prepared for training teachers, disseminated by the same project. The guide contains outlines for six workshops which help parents understand their potential roles in the schools, help them learn how to influence school decisions, help them clarify their own values and expectations regarding education, and help them learn communication skills.

This set of materials offers a well-designed curriculum for orienting parents to parent involvement and getting them started developing the skills and understanding necessary for effective home school collaboration.

Dean, Christiann. Cooperative Communication between Home and School: An In-service Education Program from Elementary School Teachers. Cornell University: Family Matters Project, 1983.

Descriptors: parent-school communication, teachers' role, values, skills.
Short Title: training module to help teachers communicate more effectively with parents.
Methods and Practices.
Brief Summary:

This workshop guide for teachers complements the module prepared for parents by this same project. The emphasis is on giving teachers an understanding of the value and purpose of involving parents in education, and teaching them some of the communication skills they need for working with parents. In addition to discussing effective techniques for working with parents, this
module includes exercises which correspond to actual situations teachers face, such as conducting parent-teacher conferences and dealing with angry parents. The module contains a blend of substantive information and experiential learning exercises to help teachers develop their skills in working with parents and to examine their attitudes about the value of parents in the educational process.

Granowsky, A., Middleton, F., and Mumford, J. "Parents as Partners in Education," The Reading Teacher, (April 1979), 826-830.
Descriptors: parent involvement, program description, parent teacher conferences, reading.
Short Title: parent involvement in the Dallas schools.
Methods and Practices.
Brief Summary:
This short article addresses some of the barriers to parent involvement which often keep parents and teachers from working together, but it also provides the reader with suggestions for overcoming these barriers. The suggestions are based upon the actual experience of the Partners in Learning Project of the Dallas public schools.
Granowsky and his colleagues report on Dallas successful efforts to bring parents to the schools, to enlist the cooperation of employers in securing leave time for parents, to communicate with parents about their child's progress, and to provide parents with useful information about working with their own child at home. They
also report that the parent participation in the Title I schools was often between 90 and 100%, much like the response from the more affluent schools.
This article should be useful to any school seeking to improve its own parent involvement efforts. The suggestions are practical and apparently very effective.

Grossnickle, Donald R. "A Checklist for Teachers: Successful School and Community Relations." NASSP Bulletin, 65 (February 1981), 75-77.
Descriptors: school community relations, teachers, communications.
Short Title: checklist of suggestions for communicating with parents
Methods and Practices.
Brief Summary:
He provides a checklist of parental involvement ideas for the teacher. The checklist includes suggestions for communicating with parents and suggestions for conveying the background message that parents are important to the school.

Jenkins, Percy W. "Building Parent Participation in Urban Schools." Principal, 61 (November, 1981), 21-23.

Descriptors: parent involvement strategy, principals, teachers.
Short Title: parent involvement in urban schools.
Methods and Practices.
Brief Summary:

The author provides historical background about the relationship between parents and schools. In addition, he provides a model for encouraging parent involvement consisting of five steps.

1. Interest parents in school
2. Bring parents to school
3. Inform parents about curriculum
4. Teach parents to improve child's self concept
5. Involve parents in school decision-making

Lombana, July. Home-School Partnerships: Guidelines and Strategies for Educators. New York: Grune & Stratton, 1983.

Descriptors: home-school relationship, communication, parent involvement programs, parent-teacher conferencing, parent counseling.
Short Title: text for teaching about parent involvement.
State of the Art; Methods and Practices.
Brief Summary:

The organization of this book is excellent. The author begins by discussing the development of home-school relationships in the public school system, including the influence of federal legislation. Next, she provides the reader with a model for home-school partnerships and a model for planning effective parent involvement programs. After discussing program design, she devotes two chapters to improving parent-school communication. The next chapters deal with specific concerns which teachers may have, including working with parents with special needs, providing many avenues for parent participation, parent conferencing, parent education programs, and counseling with parents and families. The final chapter provides a rather cursory listing of resources available in the area of parent involvement.

In general, the book is well organized and presents the reader with good suggestions for developing successful parent involvement programs in the schools. The author tends to stress involving parents and school supporters rather than as decision makers, but this emphasis may serve to make the book more relevant to the experience of teachers in today's public schools.

Losen, Stuart M., and Diament, Bert. Parent Conferences in the Schools. Boston: Allyn and Bacon, Inc., 1978.

Descriptors: parent conferences, training methods.
Short Title: parent conferences.
Start of the Art; Methods and Practices.
Brief Summary:

This book is written for educators. Its purpose is to provide specific guidelines for working with parents of children in the public schools. The major focus is the parent conference, an area that the authors feel has been neglected in both the professional literature and training for teachers.

The information is presented in a case-illustrated format which is followed by a series of training exercises. Much of the material presented can be used in either preservice or inservice training of teachers. The book underscores the need to work with parents as
partners so that the task of finding the appropriate educational service for each child can be accomplished.

Moeller, Georgia B., Smith, Jack, German, Judy B., Davis, Donna H, and David, Donald M. "Tips on Dealing with Parents." Today's Education, 71 (1982), 46-48.

Descriptors: parent-teacher communication, teacher training.
Short Title: dealing with parents.
Methods and Practices.
Brief Summary:

Collection of helpful hints based on experience to help teachers deal with parents.

Rutherford, Robert B., and Edgar, Eugene. Teachers and Parents: A Guide to Interaction and Cooperation. Boston: Allyn and Bacon, 1979.

Descriptors: procedures, techniques for teacher-parent interaction.
Short Title: cooperative efforts by teachers and parents.
State of the Art: Methods and Practices.
Brief Summary:

This book is a compilation of practical information and guidelines to help teachers work with parents. The authors list two prerequisites for developing effective teacher-parent relationships--belief and trust. Teachers must believe that parents have a role in the educational process, and teachers and parents must trust each other.

The book begins with the most important part of teacher-parent interaction, the exchange of information, and then moves forward to discuss problem-solving, behavior analysis, values clarification, and assertiveness. It is a very useful book for educators.

Saxe, Richard. School-Community Relations in Transition. Berkeley: McCutchan, 1984.

Descriptors: school-community relations, school bureaucracy, interest groups, professional barriers to parent involvement, parents as decision makers.
Short Title: summary of current trends in school community relations.
State of the Art; Methods and Practices.
Brief Summary:

This book focuses on parent involvement in the broadest sense of school-community relations. The author devotes the first half of the book to a comprehensive discussion of the various phenomena which have shaped school-community relations, including the function of school-community relations, the influence of school bureaucracy and professionalism, the power of interest groups, the relation of education to community power structures, and the impact of federal and state legislation on the school community. The second half of the book provides excellent guidelines for improving the state of school-community relations. The second half discusses the value of conducting a needs assessment, identifying community resources, establishing two-way communication, improving school public relations, and encouraging broader citizen participation in the public schools.

Stallworth, John T., and Williams, David L., Jr. A Survey of Parents Regarding Parent Involvement in Schools (Executive Summary). Austin, Texas: Southwest Educational Development Laboratory, 1982.

Descriptors: parent involvement, parent attitudes, parent behavior, parent roles.
Short Title: parent attitudes and current practices in parent involvement.
State of the Art; Theory and Research.
Brief Summary:

This report includes a summary of parent attitudes regarding specific types of parent involvement in the schools. Parents were asked whether they were interested in serving as school volunteers, home tutors and decision makers as well as other parent involvement roles. Their responses suggested they were most interested in volunteer and home tutor roles, but were also highly interested in participating in more school decisions.

These responses from parents indicated they were willing to play the roles that educators preferred (school supporters, home tutors) but they were also willing to be included in school decisions even though educators often opposed this type of parent involvement.

The executive summary includes a brief comparison of the responses of parents with those previously obtained from elementary school teachers and principals. These comparisons suggest that "parent apathey" about schools may be due to poor program design or to lukewarm support of school staff for meaningful parent involvement.

Steller, Arthur W. "How to Improve Teacher-Parent Relationships." Paper presented at the Annual Meeting of the American Association of School Administrators, Atlantic City, NJ, February 1983, 9 p. (ED 231075).

Descriptors: public relations, school support, teacher role.
Short Title: public relations training for teachers.
Methods and Practices.
Brief Summary:

Teachers are important to the public relations efforts of the school. They must be shown how important they are as public relations agents and they must be trained to carry out the role more effectively.

This paper provides lists of suggestions to help administrators train teachers to improve school public relations.

Thornburg, Kathy R. "Attitudes of Secondary Principals, Teachers, Parents and Students Toward Parent Involvement in the Schools." The High School Journal, 64 (January 1981), 150-153.

Descriptors: attitude survey, current practices.
Short Title: attitudes toward parent involvement at secondary level.
Theory and Research.
Brief Summary:

How much parent involvement is wanted by secondary teachers and principals? by parents? by students? Study focused on three types of parent involvement: parents as passive recipients of school information, parents as volunteers, and parents as decision makers.

Study concluded that principals and teachers have generally positive attitude toward parent involvement. However, teachers wanted more parent volunteers, less decision makers.

Williams, David L., Jr., and Stallworth, John T. Parent Involvement at the Elementary School Level: A Survey of Principals (Executive Summary). Austin, Texas: Southwest Educational Development Laboratory, 1981.

Descriptors: parent involvement, principals' attitudes, teacher training.
Short Title: principals' attitudes toward parent involvement and recommendations for parent involvement training for teachers.
State of the Art; Theory and Research.
Brief Summary:

Principals in six southwestern states were asked for their views on parent involvement, asked to describe current parent involvement practices in their schools, and asked to make recommendations about training teachers for parent involvement duties.

In general, the principals indicated strong support for the general concept of parent involvement, but substantially less support for the idea of involving them in administrative types of decisions. They preferred parents be involved in school support activities or in working with their own children at home. If parents were to be involved in school decisions, principals preferred that they be involved in the curriculum and instruction decisions rather than administrative decisions.

Responses from these principals were very similar to responses gathered from a random sample of elementary school teachers in the same states. However, the teachers were less supportive of involving parents in curriculum decisions and more

supportive of involving them in administrative decisions. Apparently parent involvement has broad support as long as it is not seen as encroaching on one's professional turf.

2. Increasing Parent Participation in School Support Activities

After educators have informed parents of the educational goals of their school and have described the program designed to meet those goals, they often ask parents to demonstrate their support of the school by participating in various types of functions at the school. They may be asked to re-shelve books in the library, to monitor the cafeteria during lunch hours, to help administrative staff in the school office or to help the classroom teacher with non-instructional activities. Or they may only be asked to come visit the school for parents' night, for potluck suppers, or for other extracurricular events.

Even though these activities typically fopcus on non-academic issues, they are described in the literature as important opportunities for parents to learn more about the school and to meet with teachers in a non-threatening situation.

Because many parents have conflicting demands on their time, not all will respond to the school's invitations or requests for assistance. However, teachers can do a variety of things to improve this type of parent participation and to realize some of its potential benefits.

The literature suggests that preservice teachers should be made more aware of the purpose and value of these activities and also should learn specific techniques for making them succeed. For inservice teachers, the training could be much the same. They should have opportunities to review their knowledge of the purpose

of parent participation and to learn more effective techniques of eliciting parent response.

Here again, the literature is based largely on the experience of teachers and includes a variety of suggestions regarding the type of activities to organize and the methods to use to ensure that parents respond. Some of the suggested activities are as follows:

- Fund Raising - asking parents to help the school raise money for school activities.
- Direct Assistance - volunteers help in office or library.
- Child Supervision - parents accompany children on field trips or just to the cafeteria.
- Political Support - parents write letters to government agencies or to the school board to support certain issues.
- Social Events - parents sponsor or assist with events such as assemblies, dinners, holiday celebrations.
- Organizing - parents help organize parent volunteer program in the schools.

Bernstein, Martha. "Schools and Volunteers." Childhood Education, 59 (November/December 1982), 100-101.
Descriptors: volunteers, practices
Short Title: schools and volunteers
Methods and Practices.
Brief Summary:
Schools need citizen volunteers. Fewers volunteers are available as both parents work. Schools must try new ways to get more volunteers. Some of the ideas include:
1. Check senior citizen organizations
2. Try to involve more fathers
3. Try to involve retired executives
4. Solicit business support

Botwinick, Ruth, Rider, Wanda, and Rothman, Marlyn. "Alumni: The Best Role Models. Getting Parents Involved." Thrust for Educational Leadership, 11 (November 1981), 22-23.
Descriptors: parent involvement practices.

Short Title: getting parents involved.
Brief Summary:
Collection of tips on getting parents to the school and dealing with them when they come. Tips include the need to publicize events well in advance, schedule some meetings during day if parents work nights, and give parents concrete suggestions.

Horton, Phyllis and Horton, Lowell. "Guidelines for Involving Parent Volunteers." Middle School Journal, 10 (November 1979), 5,31.
Descriptors: parent volunteers
Short Title: how to development a successful volunteer effort
Methods and Practices.
Brief Summary:
Authors provide suggestions for implementing a successful program of school volunteers.

Ornstein, Allan C. "Redefining Parent and Community Involvement." Journal of Research and Development in Education, 16 (Summer 1983), 37-45.
Descriptors: parent participation
Short Title: redefining parent involvement to community involvement
Methods and Practices.
Brief Summary:
The author discusses the difference between community participation in the schools and community control. Two typologies of parent involvement are reviewed and the author discusses the impact of educators' attitudes on specific parent involvement practices.
Ornstein also makes recommendations for increasing parent and community participation which include:
1. Giving every parent a notebook of information about the school.
2. Having a variety of parent meetings and other activities to elicit parent involvement.
3. Making the school a center for adult activity after school hours - a community school.

3. Increasing Parent Involvement in Academic Activities

This type of parent involvement activity represents somewhat of a deviation from the traditional roles parents have been asked to play in the public schools. In these activities parents are involved as active partners in the education of their children. They are called upon to help children learn by either assisting the teacher with classroom instruction or by helping their own children learn at home. This type of parent involvement requires that

parents learn course materials and some teaching skills in addition to the skills they may have needed as parent volunteers. Because there are increased demands on parents and because many parents are just not comfortable with the teaching role, this type of parent involvement typically involves fewer parents than does either the parent involvement where parents serve primarily as audience or as shool supporters.

As this type of parent involvement brings parents into teaching activity, many teachers view it as an intrusion on their professional turf. Even those teachers who see the value of involving parents in instruction, however, may need additional skills in order to accomplish it. The literature suggests that teachers might need practice in articulating their own teaching strategies. They might also need to improve their own mastery of the course content and to learn about techniques for teaching adults if they are going to help interested parents become better teachers.

Becker, Henry, and Epstein, Joyce. "Parent Involvement: A Survey of Teacher Practices." The Elementary School Journal, 83 (1982) 85-102.

Descriptors: parent involvement, teacher practices, teacher attitudes
Short Title: involving parents in learning activities
Methods and Practices.
Brief Summary:

In this article Becker and Epstein present results from a survey of 3700 public elementary school teachers in Maryland. The survey asked about their attitude towards parent involvement and asked them which parent involvement activities they thought were most satisfying.

Some of the results of this study include: Over 95 percent of respondents reported they used the traditional means to

maintain contact with parents, such as talking with parents, sending notices home, and meeting with parents on school open house nights. About 90 percent asked parents to check and sign students homework.

Almost 80 percent of the teachers reported conducting more than three parent conferences in a school year. Although almost three-fourths of the teachers felt parent involvement was a good idea, about half of them expressed serious doubts about the value of involving parents in learning activities with their own children at home. In spite of these statistics, some teachers in fact implement parent involvement activities which are successful in promoting student learning.

Berger, Eugenia Hepworth. Parents as Partners in Education. The School and Home Working Together. Chapter 1: "The Need for Parent Involvement." St. Louis: The C. V. Mosby Company, 1981, pp. 1-20.

Descriptors: parent education, parent involvement, cognitive development, research, federal support, developmental perspective, emotional development.

Short Title: The need for parent involvement

Theory and Research; Literature Review.

Brief Summary:

Parents and schools are both major factors in determining the social and cognitive levels of children. Parents should be more involved as partners in the educational process. They should be involved in Parent Education programs which teach them relevant skills for each stage of child development.

Epstein, Joyce L. "School Policy and Parent Involvement: Research Results. Educational Horizons, 62 (1984), 70-72.

Descriptors: home tutoring, effects on parent skills, attitudes, teacher parent involvement practices

Short Title: home tutoring or school volunteers

Theory and Research.

Brief Summary:

Epstein starts with history of federal support for parent involvement including Head Start (1965), Follow Through (1967), P.L. 94-142 (1975), Title I, ESEA (1974-75). Then she asks: "Which is better, parent involvement at school or parent involvement at home?"

Her research concludes that parent involvement at home has the following benefits: (1) improved parent skills in home tutoring, (2) better parent ratings of their children's teachers. Parent involvement at school does not have as strong an effect as parent tutoring skills and parent attitudes.

Epstein, Joyce, and Becker, Henry. "Teachers' Reported Practices of Parent Involvement: Problems and Possibilities." The Elementary School Journal, 83 (1982), 103-114.

Descriptors: parent involvement, teacher practices, teacher attitudes

Short Title: survey of teacher practices and attitudes in parent involvement

Theory and Research; Methods and Practices.

Brief Summary:

In a survey of parent involvement which was returned by 2,700 teachers, over 1,000 of the respondents also included comments which expressed their views about various aspects of parent involvement. Dr. Epstein has organized many of these comments by category and has presented them with commentary for the readers.

Although these are not quantitative data, the comments of teachers are excellent information about how parent involvement actually works in the schools. Some of the comments point out the benefits gained from using certain parent involvement techniques, while others focus on some of the constraints teachers face in working with parents in the schools.

One conclusion of this article is that all parent involvement efforts require time and energy, so it makes sense to focus on implementing those efforts which also offer the greatest potential payoffs. Parent involvement in learning activities seem to offer greater payoffs than parent and teacher participation in school support activities.

Henderson, A. (Ed.) Parent Participation-Student Achievement: The Evidence Grows. Columbia, MD: National Council for Citizens in Education, 1981.

Descriptors: parent involvement, student achievement, family environment, home-school collaboration, annotated bibliography
Short title: studies which link parent involvement activities to student achievement
Theory and Research; Literature Review.
Brief Summary:

This is an annotated bibliography which focuses on research studies of the relationship of parent involvement activities to specific outcomes, such as gains in student achievement, improved attendance, or better parent-teacher relations. Included are studies of the effectiveness of Head Start and Follow Through programs as well as parent involvement programs in specific schools.

The introduction clearly states that this collection of studies offers strong evidence that parent involvement can improve home-school relations as well as lead to lasting gains for children.

Kroth, Roger, Otteni, Harriett, and Parks, Paula. "Parent Involvement: A Challenge for Teacher Training Institutions. In Building an Alliance for Children: Parents and Professionals, Marie Peters and Norris G. Haring, Eds. University of Washington Program Development Assistance Systems, 1983.

Descriptors: parent involvement, teacher training, models.
Short Title: mirror model of parent involvement
Methods and Practices.
Brief Summary:

Kroth, et al. have drawn upon their own experience to develop a model of parent involvement which describes both

parent needs and parent strengths which should be considered in developing a parent involvement program. All parents need some basic information about their rights and their role in public education. Most parents also want information about their child's progress and about the school environment. Some parents want to become actively involved in activities which support the school or which help their own child learn. A few parents need extensive assistance in learning parent skills, or being in therapy.

The artile elaborates on this model of parent involvement and spells out the implications it has for teacher training programs. The authors suggest that at least teachers be trained to provide the information needed by the majority of parents, and later learn how to provide more intensive types of involvement. They describe in this article a curriculum they developed for training teachers which was based upon this model.

McSweeney, John P. "Five Guidelines for Parent-Teacher Conferences." The Clearing House, 56 (March 1983), 319-320.
Descriptors: parent-teacher conferences, teacher training
Short Title: guidelines for parent teacher conferences
Methods and Practices.
Brief Summary:

Teachers are not generally trained to work with parents. Therefore, they are often uncomfortable and ill-prepared for parent-teacher conferences. If teachers were better trained, it might help their attitudes toward these conferences. Some aspects teachers need to consider are:

1. planning - think what you need to do
2. commanlities - stress commanlities with parents
3. climate - private, informal, comfortable, relaxed atamosphere
4. control - proceed toward teacher-selected goal
5. conclusion - summarize student's good points, deficiencies upon plan of action, if any

Moles, Oliver C. "Synthesis of Recent Research on Parent Participation in Children's Education." Educational Leadership, 40 (November 1982), 44-47.
Descriptors: parent participation, literature review, recommendations, research
Short Title: research on parent participation
Theory and Research; Literature Review.
Brief Summary:

There is strong support for the general idea of parent involvement. There is research linking parent involvement to educational achievement. There are two stages of parent involvement: (a) parent-school contacts, and (b) home learning activities. There are differences in goals of parents and schools, and therefore barriers to effective collaboration. In spite of barriers, some programs work in promoting parent involvement.

Strom, Robert D. "The Home-School Partnership: Learning to Share Accountability." The Clearing House, 57 (March 1984), 315-317.
Descriptors: home-school partnership, homework assignments
Short Title: sharing accountability
Methods and Practices.
Brief Summary:
Teachers should make homework assignments clear and should elicit parental cooperation in getting it accomplished.
Because time in school is limited, more attention should be paid to utilizing time at home. Homework is a way that teachers and parents can share accountability for student achievement.

Walberg, Herbert J. "Families as Partners in Educational Productivity." Phi Delta Kappan, 65 (February 1984), 397-400.
Descriptors: educational productivity, homework, home environment, academic achievement, home school partnership
Short Title: families as partners in educational productivity
Brief Summary:
School improvements can only potentially affect the 13 percent of a child's time spent in school. Parent efforts can affect the other 87 percent. Walberg (1983) cites eight factors influencing cognitive, emotional and behavioral learning in children. Parents have effect on most of them. Less important factors include: class size, $/student and public/private. They have less effect on academic learning, yet much of school reform focuses on these less important factors.

4. Learning to Work with Parents as Decision Makers

A growing number of school districts are moving beyond the traditional roles for parents in the schools and are getting parents involved in school decisions. Not only are parents more involved in the individual educational decisions about their own child; they are also frequently involved in a variety of school decisions which range from establishing the educational goals of the school to evaluating progress made toward those goals.

The literature suggests that fewer parents will actively involve themselves as decision makers than in any of the other parent involvement roles. This type of parent involvement is perhaps even more demanding for parents than all the others. In making decisions affecting their own child they have to understand the needs of the

child and also to understand what the school offers to meet those needs. In addition, they must overcome their tendency to rely on the decisions of educators and they must get used to the idea of accepting responsibility for the choices they make.

In working with others to shape educational policy decisions in the district, parents may be called upon to serve on ad hoc committees to resolve crises or an standing committees which assist with planning. An increasing number of districts now promote this type of parent involvement in order to ensure that the school is responsive to community needs and that the community supports its schools.

A growing number of states have also adopted the idea of requiring each school to have a parent or citizen advisory committee to help the community articulate its needs, and to help schools measure their success from year to year. Obviously, for such committees to be effective, the members have to learn how to conduct committee work, how to elicit input from their community, how to explain community needs in terms of the schools, and how to measure the success of school efforts. In addition, they have to commit a substantial amount of time to meetings and to other committee work.

In order for this type of parent involvement to be successful, educators also must be committed to the process of sharing responsibility with parents. In addition to this commitment, however, teachers need additional skills which are not usually included in their training. They need considerable expertise in communications skills, they need training in group processes and they need training in order to conduct effective meetings. Although

some of this training should begin with the preservice preparation of teachers, it seems that inservice training could be better adapted to deal with the actual problems teachers face in implementing this type of parent involvement.

The literature suggests that most parents who become involved as decision makers in the schools have already been extensively involved in the other types of parent involvement. It seems that this level of parent involvement is largely dependent upon parents being involved in a variety of ways with schools before they become interested in serving as partners in educational decision making.

Davies, Don. "Perspectives and Future Directions." In Schools Where Parents Make a Difference, Don Davies, Ed. Boston: Institute for Responsive Education, 1976.

Descriptors: community involvement, parent involvement, decision making.
Short Title: ideas for meaningful parent involvement
State of the Art; Methods and Practices.
Brief Summary:

In 1973, Don Davies founded the Institute for Responsive Education to study and to promote broader citizen participation in educational decision making. For over 20 years Dr. Davies has been an acknowledged leader in promoting parent involvement.

In this chapter, Dr. Davies provides the reader with an excellent ratinale for increasing parent involvement in the schools. He also describes some of the problems of implementing various parent involvement activities, but he offers some practical solutions aimed at reducing those probblems.

The focus of this work is to promote better home-school communiction and to facilitate broader parent involvement in school decisions. Very little attention is focused on training parents to work with their own children at home or upon traditional parent involvement activities where parents simply attend school functions. This article and the book provide excellent guidance for those who are interested in promoting broader parent involvement in educational decisions.

Herman, Joan L., and Yeh, Jennie P. "Some Effects of Parent Involvement in Schools." Paper presented at the Annual Meeting of the American Educational Research Association, Boston, April 1980, 17 pp. (ED 206963).

Descriptors: research on effectiveness
Short Title: parent involvement effects.
Theory and Research.
Brief Summary:

Data from California's Early Childhood Education Project were analyzed to look at relationships between parent involvement and parent satisfaction and student achievement. Positive relationships were found, providing additional support for the value of parent involvement in decision making.

Jeff, James D. "Developing Positive Parent and Community Involvement in the Schooling Process." The High School Journal, 64 (April 1981), 284-291.

Descriptors: Community involvement, home-school cooperation
Short Title: developing parent involvement.
Methods and Practices; Program Description.
Brief Summary:

This article describes the benefits of school-community cooperation in a small, rural school. The author, a superintendent, describes the philosophy of his schools and the method of implementing it.

Knauer, Tom, Massarotti, Michael, and Reuter, Alex. "Colorado Law Spurs Citizen Participation for School Improvement." Citizen Action in Education, 9 (1982).

Descriptors: school improvement, parent involvement, advisory councils
Short Title: Colorado creates district accountability advisory committees.
State of the Art; Methods and Practices; Program Description.
Brief Summary:

In 1971 Colorado was one of the first states to pass an accountability law. This law emphasized citizen participation in school improvement rather than creating statewide competency tests. This article outlines the progress that Colorado public schools have made by focusing on the process of school improvement rather than simply legislating new standards.

The Colorado law mandated a local planning process and created district accountability advisory committees to implement the process. These committees, which include parents, non-parents, teachers, administrators (and sometimes students), must create and file with the state department of education a five-year plan for improving the schools in their district. In addition, they have responsibility for conducting year-end evaluations and filing them also with the state agency. The state board of education provides guidelines for the operation of these local advisory groups, and holds conferences to give them necessary training, but the work of planning and evaluating school improvement takes place at the district level. This article reports the experience of two exemplary districts.

Miller, Brian P. "Citizen Advisory Councils: Training Is the Key to Effectiveness." NASSP Bulletin, 67 (November 1983), 71-73.
Descriptors: citizen advisory council, competencies, training
Short Title: training citizen advisory councils
Methods and Practices.
Brief Summary:
This article lists task areas and competencies for training advisory councils. However, it does not deal with specifics about how to train.

Moeller, Georgia B., Smith, Jack, German, Judy B., Davis, Donna H., and Davis, Donald M. "Tips on Dealing with Parents." Today's Education, 71 (1982), 46, 48.
Descriptors: parent-teacher communication, teacher training
Short Title: dealing with parents
Methods and Practices; Program Description.
Brief Summary:
Collection of helpful hints based on experience to help teachers deal with parents.

Schraft, Carol Malchman, and Kagan, Sharon Lynn. "Parent Participation in Urban Schools: Reflections on the Movement and Implications for Future Practice." IRCD Bulletin, 14 (Fall 1979). New York: The Institute for Urban and Minority Education, Columbia University. 8 pp.
Descriptors: urban schools, low income parents, community control, parent-school collaboration
Short Title: parent participation - control v. collaboration
Literature Review; Program Description.
Brief Summary:
Urban schools must involve parents or lose federal funds. Past attempts at parent involvement led to "community control" when parents were shut out of school decisions and led to parents confronting school.
Title I programs brought parents in but never shared power. Parent involvement didn't "catch on" outside federal programs.
Parent-school collaboration means major changes in power sharing and responsibility. Parent involvement should be forum for collaboration.
The main point of the article is that there is widespread alienation between parents and urban schools. Educators frightened by "community control" of schools. Unless schools share authority in educational decisions, they cannot reasonably conclude that parents share responsibility for school failures.

Seeley, David. Education Through Partnership: Mediating Structures and Education. Cambridge, MA: Ballinger, 1982.
Descriptors: effective schools, shared governance, parent involvement
Short Title: good education depends on creating relationships between teachers, parents and students
State of the Art.
Brief Summary:

Student learning is a process which depends upon both effective teaching and upon student motivation. Our public schools discourage the kinds of relationships between parents, teachers and students which promote student learning. Teaching is viewed as a service
which is delivered to the students during school hours. This view disregards the important role parents play in teaching their children and also the role they play in motivating their children to want to learn. It also allows schools to ignore their own role in academic failures.

Seeley suggests that school reform of any sort must focus on developing and maintaining relationships of mutual respect between parents, teachers and children. Out of such relationships, children will learn to love learning as well as learning the subject matter being taught. Without such relationships, families and schools will continue to blame the other for the academic problems of their chilren.

Seeley, David S. "Educational Partnership and the Dillemmas of School Reform." Phi Delta Kappan, 65 (1984), 383-388.

Descriptors: partnership, parent involvement, school reform
Short Title: parents and educators as partners in educational reform
State of the Art; Methods and Practices.
Brief Summary:

Seeley applauds the recent attention on improving the educational system, but suggests that simply spending more money, raising graduation requirements, and focusing on school improvement may not lead to the increase in student learning which everyone wants.
What is missing, Seeley suggests, is that most of these suggestions for school reform are based on the concept of public education as a service delivery system. This concept leads reformers to suggest better ways to delivering services. What is missing is an awareness that learning is a function of producing learning relationships between the student and the teacher, and between the student and the parent. Based on this relationship concept of learning, Seeley recommends the strengthening of the partnership between parents and teachers as a way to foster more productive learning relationships between students, their teachers and their parents. This is an excellent, thought-provoking analysis of the problems of educational reform.

Stallworth, John T., and Williams, David L., Jr. A Survey of School Administrators and Policy Makers (Executive Summary). Austin, Texas: Southwest Educational Development Laboratory, 1983.

Descriptors: parent involvement, policies, current practices, attitudes
Short Title: parent involvement policies and practices
State of the Art; Theory and Research.
Brief Summary:

Local superintendents and school board presidents in six southwestern states were asked about attitudes, current practices, and policies regarding parent involvement in the schools.

Responses indicated that these policy makers favored traditional parent involvement roles over those parent roles which include participation in school decisions. However, their responses
indicated that they favored some types of parent involvement which teachers and principals tended to oppose. Their responses were similar to those of teachers and principals in that they reported that even the most favored types of parent involvement activities were not widely implemented in their schools.

A strong pattern of correlations was found between implementation of parent activities and existence of formal written policies encouraging parent involvement in the schools. However, few such correlations were found between implementation and these policy makers' personal attitudes toward parent involvement. This pattern suggests that setting district policy may be an important element in implementing a successful parent involvement program.

PART TWO

IMPROVING PARENT INVOLVEMENT PROGRAMS

IN SCHOOLS

1. Developing Programs to Improve Parent-School Communications

Programs which seek to improve communication between parents and the school should be viewed as the first and most important type of parent involvement efforts. A strong, continuing program of home-school communication can serve as the foundation for parent involvement efforts aimed at increasing parent participation in school activities or in school decision-making. Programs of home-school communication have the potential to contact virtually all parents of school children as well as others in the community who may be important as school supporters.

The literature has described several elements which seem to be necessary in order for programs to successfully communicate depends upon setting up an effective exchange of information between parents and the school. Information needs to flow freely from the school to the home, informing parents of school goals, school plans for meeting those goals, school rules, and school events. However, it is also important to facilitate information flowing from parents to the school. Channels must be set up to help parents communicate their concerns about the school's goals, their plans for meeting those goals and their concerns about their own child's progress. The mutual exchange of information is important to develop if

parents and teachers are ever to see each other as true partners in the educational process.

A second factor in successful home-school communication efforts is the improvement of interpersonal relations between parents, teachers and administrators. Parents and school staff must get to know each other and get comfortable working together on school matters. Although parent involvement focused on communication requires less time and energy than some other types of parent involvement, it still requires time and energy. When parents and teachers know each other and believe that their time together will be pleasant and rewarding, they are more likely to make the type of commitment necessary for program success. Many programs do not succeed because they rush to the tasks at hand without first developing the necessary personal relationship between parents and school staff.

In addition to these two major elements, successful parent involvement programs require the following:

- Active Leadership - parent involvement rarely happens without someone (parent or school staff) taking responsibility for developing and coordinating activities.
- Needs Assessment - parent involvement programs were most successful when they took the time to think seriously about the needs of parents and of school staff.
- Inventory of Resources - Parent involvement programs were most successful when they conducted an honest inventory of the personal and financial resources available to them.

. Role Clarity - successful parent involvement efforts clearly described the roles that parents and school staff were to perform. Roles were mutually agreed upon, not dictated.

Once these elements have been incorporated into the program, the next steps focus on eliciting involvement of other teachers and parents, providing any training which might be necessary, maintaining communication among parents and school staff, providing resources and moral support for program efforts, and providing participants with feedback for evaluating program progress. These steps are mentioned in discussing other types of parent involvement efforts because they seem to be important to the success of any type of program.

Botwinick, Ruth, Rider, Wanda, and Rothman, Marlyn. "Alumni: The Best Role Models. Getting Parents Involved." Thrust for Educational Leadership, 11 (November 1981), 22-23.

Descriptors: parent involvement practices
Short Title: getting parents involved
Brief Summary: Collecting of tips on getting parents to the school and dealing with them when they come. Publicize events well in advance. Schedule some meetings during day if parents work nights. Give parents concrete suggestions.

Dean, Christiann. Cooperative Communication between Home and School: A Workshop Series for Parents of Elementary School Children. Cornell University: Family Matters Project, 1983.

Descriptors: parent involvement, parent training, communication skills
Short Title: workshop guides to help parents become effectively involved
Methods and Practices.
Brief Summary:
The workshop guide for training parents complements the module prepared for training teachers, disseminated by the same

project. The guide contains outlines for six workshops which help parents understand their potential roles in the schools, help them learn how to influence school decisions, help them clarify their own values and expectations regarding education, and help them learn communication skills.

This set of materials offers a well-designed curriculum for orienting parents to parent involvement and getting them started developing the skills and understanding necessary for effective home-school collaboration.

Dean, Christiann. Cooperative Communication between Home and School: An In-service Education Program for Elementary School Teachers. Cornell University: Family Matters Project, 1983.
Descriptors: parent-school communication, teachers' role, values, skills
Short Title: training module to help teachers communicate more effectively with parents
Methods and Practices.
Brief Summary:

This workshop guide for teachers complements the module prepared for parents by this same project. The emphasis is on giving
teachers an understanding of the value and purpose of involving parents in education, and teaching them some of the communication skills they need for working with parents. In addition to discussing effective techniques for working with parents, this module includes exercises which correspond to actual situations teachers face, such as conducting parent-teacher conferences and dealing with angry parents. The module contains a blend of substantive information and experiential learning exercises to help teachers develop their skills in working with parents and to examine their attitudes about the value of parents in the educational process.

Encyclopedia of Educational Research, 5th Edition, S. V. "Home-School Relationships," by James Bosco, pp. 827-831.
Descriptors: parent-teacher relations, barriers, research
Short Title: home-school relationships
Theory and Research; Literature Review.
Brief Summary:

Parents, teachers and principals agree that parent-teacher relationships need to be improved. Parent-teacher interaction is very limited and tends to be focused on parents supporting the status quo in schools.

Several authors have noted the inherent conflicts between parents and schools and suggest they are barriers to any collaborative efforts.
Additional research is needed to guide improvement in parent-teacher relations.

Granowsky, A., Middleton, F., and Mumford, J. "Parents as Partners in Education." The Reading Teacher (1979), 826-830.
Descriptors: parent involvement, program description, parent-teacher conferences

Short Title: parent involvement in the Dallas schools
Methods and Practices; Program Description.
Brief Summary:

This short article addresses some of the barriers to parent involvement which often keep parents and teachers from working together, but it also provides the reader with suggestions for overcoming these barriers. The suggestions are based upon the actual experience of the Partners in Learning project of the Dallas public schools.

Granowsky and his colleagues report on Dallas' successful efforts to bring parents to the schools, to enlist the cooperation of employers in securing leave time for parents, to communicate with parents about their child's progress, and to provide parents with useful information about working with their own child at home. They also report that the parent participation in the Title I schools was often between 90 and 100 percent, much like the response from the more affluent schools.

This article should be useful to any school seeking to improve its own parent involvement efforts. The suggestions are practical and apparently very effective.

Grossnickle, Donald R. "A Checklist for Teachers: Successful School and Community Relations." NASSP Bulletin, 65 (February 1981), 75-77.

Descriptors: school-community relations, teachers, communications
Short Title: checklist of suggestions for communicating with parents
Methods and Practices.
Brief Summary:

He provides a checklist of parental involvement ideas for the teacher. The checklist includes suggestions for communicating with parents and suggestions for conveying the background message that parents are important to the school.

Jenkins, Percy W. "Building Parent Participation in Urban Schools." Principal, 61 (November 1981), 21-23.

Descriptors: parent involvement strategy, principals, teachers
Short Title: parent involvement in urban schools
Brief Summary:

The author provides historical background about the relationship between parents and schools. In addition, he provides a model for encouraging parent involvement consisting of five steps. These are:

1. interest parents in school
2. bring parents to school
3. inform parent about curriculum
4. teach parents to improve child's self-concept
5. involve parents in school decision-making

Kroth, Roger, Otteni, Harriett, and Parks, Paula. "Parent Involvement: A Challenge for Teacher Training Institutions." In Building an Alliance for Children: Parents and Professionals, Marie

Peters and Norris G. Haring, Eds. University of Washington: Program Development Assistance Systems, 1983.

Descriptors: parent involvement, teacher training, models
Short Title: mirror model of parent involvement
Methods and Practices.
Brief Summary:

Kroth et al. have drawn upon their own experience to develop a model of parent involvement which describes both parent needs and parent strengths which should be considered in developing a parent involvement program. All parents need some basic information about their rights and their role in public education. Most parents also want information about their child's progress and about the school environment. Some parents want to become actively involved in activities which support the school or which help their own child learn. A few parents need extensive assistance in learning parent skills or being in therapy.

The article elaborates on this model of parent involvement and spells out the implications it has for teacher training programs. The authors suggest that at least teachers be trained to provide the information needed by the majority of parents, and later learn how to provide more intensive types of involvement. They describe in this article a curriculum they developed for training teachers which was based upon this model.

Lombana, Judy. Home-School Partnerships: Guidelines and Strategies for Educators. New York: Grune & Stratton, 1983.

Descriptors: home-school relationship, communication, parent involvement programs, parent-teacher conferencing, parent counseling
Short Title: text for teaching about parent involvement
Brief Summary:

The organization of this book is excellent. The author begins by discussing the development of home-school relationships in the public school system, including the influence of federal legislation. Next she provides the reader with a model for home-school partnerships and a model for planning effective parent involvement programs. After discussing program design, she devotes two chapters to improving parent-school communication. The next chapters deal with specific concerns which teachers may have, including working with parents with special needs, providing many avenues for parent participation, parent conferencing, parent education programs, and counseling with parents and families. The final chapter provides a rather cursory listing of resources available in the area of parent involvement.

In general, the book is well organized and presents the reader with good suggestions for developing successful parent involvement programs in the schools. The author tends to stress involving parents as school supporters rather than as decision makers, but this emphasis may serve to make the book more relevant to the experience of teachers in today's public schools.

Losen, Stuart M., and Diament, Bert. Parent Conferences in the Schools. Boston: Allyn and Bacon, Inc., 1978.

Descriptors: parent conferences, training methods
Short Title: parent conferences
State of the Art; Methods and Practices.
Brief Summary:

This book is written for educators. Its purpose is to provide specific guidelines for working with parents of children in the public schools. The major focus is the parent conference, an area that the authors feel has been neglected in both the professional literature and training for teachers.

The information is presented in a case-illustrated format which is followed by a series of training exercises. Much of the material presented can be used in either preservice or inservice training of teachers. The book underscores the need to work with parents as partners so that the task of finding the appropriate educational service for each child can be accomplished.

Lyons, P., Robbins, A., and Smith, A. Involving Parents in Schools: A Handbook for Participation. Ypsilanti, MI: High/Scope Press, 1983.

Descriptors: parent involvement programs, program evaluation, program description
Short Title: parent participation
Methods and Practices; Program Description.
Brief Summary:

This book is based upon a survey of parent involvement programs in 869 schools conducted by System Development Corporation. It includes a wealth of information about the characteristics of successful programs. In addition, the reader is provided with general conclusions based on their study which have implications for other parent involvement programs. Finally, this book also provides concrete suggestions about activities designed to achieve specific results. An excellent "how to" book.

Ornstein, Allan C. "Redefining Parent and Community Involvement." Journal of Research and Development in Education, 16 (Summer 1983), 37-45.

Descriptors: theory, literature, recommendations on parent involvement
Short Title: redefining parent involvement to community involvement
Theory and Research; Literature Review; Methods and Practices.
Brief Summary:

The author discusses the difference between community participation in the schools and community control. Two typologies of parent involvement are reviewed and the author discusses the impact of educators' attitudes on specific parent involvement practices.

Ornstrein also makes recommendations for increasing parent and community participation which include:

1) giving every parent a notebook of information about the school
2) having a variety of parent meetings and other activities to elicit parent involvement
3) making the school a center for adult activity after school hours - a community school.

Rutherford, Roger B., and Edgar, Eugene. Teachers and Parents: A Guide to Interaction and Cooperation. Boston: Allyn and Bacon, 1979.

Descriptors: procedures, techniques for teacher-parent interaction
Short Title: cooperative efforts by teachers and parents
State of the Art; Methods and Practices.
Brief Summary:

This book is a compilation of practical information and guidelines to help teachers work with parents. The authors list two prerequisites for developing effective teacher-parent relationships--belief and trust. Teachers must believe that parents have a role in the educational process, and teachers and parents must trust each other.

The book begins with the most important part of teacher-parent interaction, the exchange of information, and then moves forward to discuss problem-solving, behavior analysis, values clarification, and assertiveness. It is a very useful book for educators.

Safran, D. "Preparing Teachers for Parent Involvement." In Community Participation in Education, Carl Grant, Ed. Boston: Allyn and Bacon, 1979.

Descriptors: parent involvement, teacher preparation
Short Title: why teachers should be trained in parent involvement
State of the Art; Methods and Practices.
Brief Summary:

Safran presents a concise, logical paper which first provides arguments about the potential benefits of parent involvement. He cites benefits for the children, benefits for the parents, forthe teachers, for the school and for the community. However, he warns that parent involvement will not happen easily because it is just not embraced by many of the professionals in education. Safran looks at the actual experience of many parent involvement efforts and concludes that teachers must be trained to look at parent involvement as an integrated part of their work in the schools, rather than an extra chore imposed by administrators. He recommends that teachers get extensive training in parent involvement as part of their college training, so they can come to view it as part of their professional role.

In this article, Safran also presents a list of seven competencies which he thinks teachers should master, and he makes suggestions about how teachers could be successfully trained during their college curriculum. Finally, Safran

acknowledges the resistance to curriculum change which exists in many teacher training colleges and he offers some suggestions for getting parent
involvement training adopted.

Saxe, Richard. School-Community Relations in Transition. Berkeley: McCutchan, 1984.

Descriptors: school-community relations, school bureaucracy, interest groups, professional barriers to parent involvement, parents as decision makers
Short Title: summary of current trends in school community relations
State of the Art; Methods and Practices.
Brief Summary:

This book focuses on parent involvement in the broader sense of school-community relations. The author devotes the first half of the book to a comprehensive discussion of the various phenomena which have shaped school-community relations, including the function of school-community relations, the influence of school bureaucracy and professionalism, the power of interest groups, the relation of education to community power structures, and the impact of federal and state legislation on the school community. The second half of the book provides excellent guidelines for improving the state of school-community relations. The second half discusses the value of conducting a needs assessment, identifying community resources, establishing two-way communication, improving school public relations, and encouraging broader citizen participation in the public schools.

Seeley, David S. "Educational Partnership and the Dilemmas of School Reform." Phi Delta Kappan, 65 (1984), 383-388.

Descriptors: partnership, parent involvement, school reform
Short Title: parents and educators as partners in educational reform
State of the Art; Methods and Practices.
Brief Summary:

Seeley applauds the recent attention on improving the educational system, but suggests that simply spending more money, raising graduation requirements, and focusing on school improvement may not lead to the increase in student learning which everyone wants.

What is missing, Seeley suggests, is that most of these suggestions for school reform are based on the concept of public education as a service delivery system. This concept leads reformers to suggest better ways of delivering services. What is missing is an awareness that learning is a function of productive learning relationships between the student and the teacher, and between the student and the parent. Based on this relationship concept of learning, Seeley recommends the strengthening of the partnership between parents and teachers as a way to foster more productive learning relationships between students, their teachers and their parents. This is an excellent, thought-provoking analysis of the problems of educational reform.

Sowers, J., Lang, C., and Gowett, J. Parent Involvement in the Schools°: A State of the Art Report. Newton, MA: Education Development Center, 1980.

Descriptors: parent involvement models, barriers to parent involvement, recommendations for parent involvement programs
Short Title: synthesis of educational literature on parent involvement
State of the Art; Literature Review, Methods and Practices; Program Description.
Brief Summary:

This paper presents a good synthesis of the literature on parent involvement in 1980. It discusses the various types of parent involvement roles for parents and emphasizes that an individual parent may choose to play one or more roles, or even different roles at different times. The authors describe seven specific roles and describe the activities which correspond to them.

Sowers, et al. also make the point that a parent involvement program may elect to focus on one particular type of parent involvement, or it may consist of several types. However, they advise that the goals of the program (e.g., student achievement) must be closely linked to the activities of that program (e.g., parents tutoring their own children at home). They present a good conceptual framework for looking at parent involvement.

This report concludes with characteristics of good parent involvement programs, recommendations, a bibliography, descriptions of exemplary programs and a listing of additional resources on
parent involvement.

Stallworth, John T., and Williams, David L., Jr. A Survey of Parents Regarding Parent Involvement in Schools (Executive Summary). Austin, Texas: Southwest Educational Development Laboratory, 1982.

Descriptors: parent involvement, parent attitudes, parent behavior, parent roles
Short Title: parent attitudes and current practices in parent involvement
State of the Art; Theory and Research.
Brief Summary:

This report includes a summary of parent attitudes regarding specific types of parent involvement in the schools. Parents were asked whether they were interested in serving as school volunteers, home tutors and decision makers as well as other parent involvement roles. Their responses suggested they were most interested in volunteer and home tutor roles, but were also highly interested in participating in more school decisions.

These responses from parents indicated they were willing to play the roles that educators preferred (school supporters, home tutors) but they were also willing to be included in school decisions even though educators often opposed this type of parent involvement.

The executive summary includes a brief comparison of the responses of parents with those previously obtained from elementary school teachers and principals. These comparisons suggest that
"parent apathy" about schools may be due to poor program design or to lukewarm support of school staff for meaningful parent involvement.

Steller, Arthur W. How to Improve Teacher-Parent Relationships. Paper presented at the Annual Meeting of the American Association of School Administrators, Atlantic City, NJ, February 1983. 9 pp (ED231075).

Descriptors: public relations, school support, teacher role
Short Title: public relations training for teachers
Methods and Practices.
Brief Summary:

Teachers are important to the public relations efforts of the school. They must be shown how important they are as public relations agents and they must be trained to carry out the role more effectively.

This paper provides lists of suggestions to help administrators train teahers to improve school public relations.

Thornburg, Kathy R. "Attidudes of Secondary Principals, Teachers, Parents and Students Toward Parent Involvement in the Schools." The High School Journal, 64 (January 1981), 150-153.

Descriptors: attitude survey, current practices
Short Title: attitudes toward parent involvement at secondary level
Theory and Research.
Brief Summary:

How much parent involvement is wanted by secondary teachers and principals? by parents? by students? Study focused on three types of parent involvement: parents as passive recipients of school information, parents as volunteers and parents as decision makers.

Study concluded that principals and teachers have generally positive attitude toward parent involvement. However, teachers wanted more parnt volunteers, less decision makers.

Williams, David L., Jr., and Stallworth, John T. Parent Involvement at the Elementary School Level: A Survey of Principals (Executive Summary). Austin, Texas: Southwest Educational Development Laboratory, 1981.

Descriptors: parent involvement, principals' attitudes, teacher training
Short Title: principals attitudes toward parent involvement and recommendations for parent involvement training for teachers
State of the Art; Theory and Research.
Brief Summary:

Principals in six southwestern states were asked for their views on parent involvement, asked to describe current parent involvement practices in their schools, and were asked to make

recommendations about training teachers for parent involvement duties.

In general, the principals indicated strong support for the general concept of parent involvement, but substantially less support for the idea of involving them in administrative types of decisions. They preferred parents be involved in school support activities or in working with their own children at home. If parents were to be involved in school decisions, principals preferred that they be involved in the curriculum and instruction decisions rather than administrative decisions.

Responses from these principals were very similar to responses gathered from a random sample of elementary school teachers in the same states. However, the teachers were less supportive of involving parents in curriculum decisions and more supportive of involving them in administrative decisions. Apparently parent involvement has broad support as long as it is not seen as encroaching on one's professional turf.

2. Developing Programs to Increase Parent Involvement in School Support Activities

In a variety of recent polls, both parents and educators have indicated their support for increasing parent involvement in activities which support the schools. This type of parent involvement is one which has widespread support among each of the stakeholder groups involved. Therefore, the literature about this traditional type of parent involvement consists largely of suggestions to help teachers elicit greater parent participation. Few claims are made that this type of parent involvement will produce gains in student academic achievement.

However, there is evidence that these types of activities serve functions other than supplementing the staff in understaffed schools. Several authors also suggest that if parents can be involved in school support activities, they gain greater insight into the financial and legal constraints which may be hindering educational efforts. This can be a first step in eliciting parent participation on planning committees at the school.

In reviewing the recent literature related to this type of parent involvement, some of the suggestions for a successful program include:

- Accept the fact that many parents have competing demands on their time and will not be able to participate in these activities. Try not to take it personally or to interpret their choice as apathy.
- Make sure your school staff is committed to the concept of having parents involved as supporters before you tackle the problem of eliciting parent participation. Defensive or hostile staff can undermine any parent involvement efforts.
- This type of parent involvement can be implemented by individual teachers as well as by the entire school. The most successful teachers can then share their methods with others in the school, if the others are interested.
- Design parent support activities so that they clearly make a meaningful contribution to the school. The credibility of the program suffers when parents are persuaded that their involvement is important and then they are only assigned menial tasks.

Bernstein, Martha. "Schools and Volunteers." Childhood Education, 59 (November/December 1982), 100-101.
Descriptors: volunteers, practices
Short Title: schools and volunteers
Methods and Practices.
Brief Summary:
Schools need citizen volunteers. Fewer volunteers are available as more parents both work. Schools must try new ways to get more volunteers. Check senior citizen organizations.

Try to involve more fathers. Try to involve retired executives. Solicit business support.

Brookover, Wilbur, and others. Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement. Module 11: "Parent Support and Involvement." Holmes Beach, FL: Learning Publications, Inc., 1982. pp. 263-278.

Descriptors: parent involvement, school support, student achievement
Short Title: parent involvement for effective schools
Methods and Practices.
Brief Summary:

Parent involvement is different from parent support. Parent support can be asked of all parents and consists largely of complying with requests from the school and enforcing school assignments at home. Parent involvement refers to parent volunteers helping out at the school, so one can expect a smaller number of parents to be participating.

The authors conclude that both parent support and parent involvement should have student achievement as their goal. In addition, they suggest that a formal program is necessary or else nothing will happen.

Horton, Phyllis, and Horton, Lowell. "Guidelines for Involving Parent Volunteers." Middle School Journal, 10 (November 1979), 5, 31.

Descriptors: parent volunteers
Short Title: how to develop a successful volunteer effort
Methods and Practices.
Brief Summary:

Authors provide suggestions for implementing a successful program of volunteers.

Lyons, P., Robbins, A., and Smith, A. Involving Parents in Schools: A Handbook for Participation. Ypsilanti, MI: High/Scope Press, 1983.

Descriptors: parent involvement programs, program evaluation, program description
Short Title: parent participation
Methods and Practices; Program Description.
Brief Summary:

This book is based upon a survey of parent involvement programs in 869 schools conducted by System Development Corporation. It includes a wealth of information about the characteristics of successful programs. In addition, the reader is provided with general conclusions based on their study which have implications for other parent involvement programs. Finally, this book also provides concrete suggestions about activities designed to achieve specific results. An excellent "how to" book.

Stanfill, Jim. "Parents Can Make A 'Good" School Even Better." Thrust for Educational Leadership, 10 (November 1980), 12-14.

Descriptors: parent involvement programs
Short Title: parents make good schools even better
Methods and Practices.
Brief Summary:
After reviewing the benefits to be derived from parent-school collaboration, the author suggests that effective programs require: 1) staff commitment to parent involvement, 2) hiring a school volunteer coordinator, and 3) creation of a school advisory committee.

3. Developing Programs to Train Parents for Teaching at Home and in the Classroom.

Survey results also suggest that involving parents as teachers has widespread support from parents, teachers, principals, and other school administrators. However, this type of parent involvement often involves considerable training for parents. The need for parent training is the biggest problem in this type of parental involvement. First of all, this type of parent involvement is reported as being most successful when the children concerned are either in preschool or in grades 1 through 3. Although a healthy percentage of parents are willing to teach their children very basic concepts, fewer and fewer parents are comfortable teaching their children the material required in later grades.

In addition to the problem of fewer parents, the parents who do participate must receive training, whether they are working with their own child or with several children in the classroom. Even this training is necessary, and even though educators consistently favor this type of parent involvement, few schools offer any training to help parents learn instructional skills. Few schools reserve any time for their teachers to even meet with parents to discuss ways they could help their child with assigned homework.

Another dilemma of this type of parent involvement is that even when parents are willing and teachers are given time to work with them, elementary level teachers often have little training to work with adults. The result is that their method of instruction seems inappropriate or ineffective. Parents may be turned off.

- Clarify the goals of your program. Parents and schools may have conflicting goals, and these must reconciled before you can have successful parent-school collaboration.
- There are two stages in this type of parent involvement: parent-school contacts and home learning activities. It is important to initiate parent contact and establish a personal relationship with parents before the teacher can expect parents to implement recommended home learning activities.
- Initially, teachers should make certain that their homework assignments are clear and should try to elicit the parents' help in getting them completed and turned in.
- Teachers involved in these programs must honestly believe that parents can be valuable partners in the teaching process. If they view parents as untrainable, or if they see parent tutoring as an encroachment on their professional turf, they will undermine the success of the program.

Becker, Henry, and Epstein, Joyce. "Parent Involvement: A Survey of Teacher Practices." The Elementary School Journal, 83 (1982), 85-102.

Descriptors: parent involvement, teacher practices, teacher attitudes

Short Title: involving parents in learning activities
Brief Summary:

In this article Becker and Epstein present results from a survey of 3,700 public elementary school teachers in Maryland. The survey asked about their attitude towards parent involvement and asked them which parent involvement activities they thought were most satisfying.

Some of the results of this study include: Over 95 percent of respondents reported they used the traditional means to maintain contact with parents, such as talking with parents, sending notices home, and meeting with parents on school open house nights. About 90 percent asked parents to check and sign students homework. Almost 80 percent of the teachers reported conducting more than three parent conferences in a school year. Although almost three-fourths of the teachers felt parent involvement was a good idea, about half of them expressed serious doubts about the value of involving parents in learning activities with their own children at home. In spite of these statistics, some teachers in fact implement parent involvement activities which are successful in promoting student learning.

Epstein, Joyce L. "School Policy and Parent Involvement: Research Results." Educational Horizons, 62 (1984), 70-72.

Descriptors: home tutoring, effects on parent skills, attitudes, teacher parent involvement practices
Short Title: home tutoring or school volunteers
Theory and Research.
Brief Summary:

Epstein starts with history of federal support for parent involvement, including Head Start (1965), Follow Through (1967), P.L. 94-142 (1975), and Title I, ESEA (1974-75). Then she asks: "Which is better, parent involvement at school or parent involvement at home?" Her research concludes that parent involvement at home has the following benefits: 1) improved parent skills in home tutoring, and 2) better parent ratings of their children's teachers. Parent involvement at school does not have as strong an effect on parent tutoring skills and parent attitudes.

Epstein, Joyce, and Becker, Henry. "Teachers' Reported Practices of Parent Involvement: Problems and Possibilities." The Elementary School Journal, 83 (1982), 103-114.

Descriptors: parent involvement, teacher practices, teacher attitudes
Short Title: survey of teacher practices and attitudes in parent involvement
Theory and Research; Methods and Practices.
Brief Summary:

In a survey of parent involvement which was returneed by 2,700 teachers, over 1,000 of the respondents also included comments which expressed their views about various aspects of parent involvement. Dr. Epstein has organized many of these

comments by category and has presented them with commentary for the reader.

Although these are not quantitative data, the comments of teachers are excellent information about how parent involvement actually works in the schools. Some of the comments point out the benefits gained from using certain parent involvement techniques, while others focus on some of the constraints teachers face in working with parents in the schools.

One conclusion of this article is that all parent involvement efforts require time and energy, so it makes sense to focus on implementing those efforts which also offer the greatest potential payoffs. Parent involvement in learning activities seem to offer
greater payoffs than parent and teacher participation in school support activities.

Kroth, Roger, Otteni, Harriett, and Parks, Paula. "Parent Involvement: A Challenge for Teacher Training Institutions." In Building an Alliance for Children: Parents and Professionals, Marie Peters and Norris G. Haring, eds. University of Washington: Program Development Assistance Systems, 1983.

Descriptors: parent involvement, teacher training, models
Short Title: mirror model of parent involvement
Methods and Practices.
Brief Summary:

Kroth et al. have drawn upon their own experience to develop a model of parent involvement which describes both parent needs and parent strengths which should be considered in developing a parent involvement program. All parents need some basic information about their rights and their role in public education. Most parents also want information about their child's progress and about the school environment. Some parents want to become actively involved in activities which support the school or which help their own child learn. A few parents need extensive assistance in learning parent skills, or being in therapy.

The article elaborates on this model of parent involvement and spells out the implications it has for teacher training programs. The authors suggest that at least teachers be trained to provide the information needed by the majority of parents, and later learn how
to provide more intensive types of involvement. They describe in this article a curriculum they developed for training teachers which was based upon this model.

Moles, Oliver C. "Synthesis of Recent Research on Parent Participation in Children's Education." Educational Leadership, 40 (November 1982), 44-47.

Descriptors: parent participation, literature review, recommendations, research
Short Title: research on parent participation
Theory and Research; Literature Review
Brief Summary:

There is strong support for the general idea of parent involvement. There is research linking parent involvement to educational achievement. There are two stages of parent involvement: a) parent-school contacts, and b) home learning activities. There are differences in goals of parents and schools and therefore barriers to effective collaboration. In spite of barriers, some programs work in promoting parent involvement.

Strom, Robert D. "The Home-School Partnership: Learning to Share Accountability." The Clearing House, 57 (March 1984), 315-317.
Descriptors: home-school partnership, homework assignments
Short Title: sharing accountability
Methods and Practices.
Brief Summary:

Teachers should make homework assignments clear and should elicit parental cooperation in getting it completed. Because time in school is limited, more attention should be paid to utilizing time at home. Homework is a way that teachers and parents can share accountability for student achievement.

Walberg, Herbert J. "Families as Partners in Educational Productivity." Phi Delta Kappan, 65 (February 1984), 397-400.
Descriptors: educational productivity, homework, home environment, academic achievement, home-school partnership
Short Title: families as partners in educational productivity
State of the Art; Methods and Practices.
Brief Summary:

School improvements can only potentially affect the 13 percent of a child's time spent in school. Parent efforts can affect the other 87 percent.

Walbert (1983) cites eight factors influencing cognitive, emotional and behavioral learning in children. Parents have effect on most of them.

Less important factors include: class size, $/student and public/private. They have less effect on academic learning, yet much of school reform focuses on these less important factors.

4. Developing Programs to Involve Parents as Decision Makers

Surveys of parents and of educators indicate that this type of parent involvement is sought by relatively few parents and opposed by the majority of educators. For parents to be actively involved in school decisions requires a substantial commitment from them in both time and learning. For educators to be actively involved in this type of parent involvement, they also must commit to spending

more time on decisions and to learning how to work effectively with parents as partners.

Advisory groups are perhaps the most common vehicle for involving parents in school decisions. Both teachers and administrators have indicated that they have reservations about creating parent or citizen advisory groups, but the extent of their reservations changes with the focus of the group. Although most schools do not have them, educators have indicated they would support the creation of advisory groups formed to provide administrators with advice about parental involvement. They indicated less support for the idea of parent groups giving curriculum advice and budget advice and they generally opposed parent groups giving any advice about personnel decisions in the schools.

The results of these surveys together with a review of recent articles in educational journals strongly suggests that major political factors need to be considered before even attempting to set up parental involvement in school advisory groups. The most important factor to examine is whether or not this type of parent involvement is opposed by the teachers and administrators in the school. If these educators see this type of parent involvement as counterproductive or even risky, the first task of any program will be to address these concerns and see if they can be resolved. If not, there is no need to confront the issues of eliciting parent participation or providing them with necessary training.

When teachers and administrators support the creation of parent or citizen advisory groups, there are different sets of concerns to be addressed. Recent literature regarding parent advisory groups suggests the following steps to ensure their success:

- The advisory group needs to be involved in significant issues for the school.
- The advisory group should meet regularly and make regular contributions to decisions on educational matters.
- The recommendations of the advisory group must be listened to and there should be evidence that their recommendations actually influenced the decisions made by district or school staff.
- Appoint a coordinator with the authority for defining the role of the group, for recruiting group members and for providing them with necessary training or orientation.
- Survey school staff to determine the areas of concern for which they would support the creation of an advisory group.
- Specify the role of the advisory group and communicate it clearly to the members. Put the purpose of the group in writing.
- Try to select members with skills or previous experience in communicating with others or serving on advisory committees.
- Provide the advisory groups with whatever support services it needs. This support includes clerical services, access to books and school documents, and recognition for their efforts. Some programs have also provided support in

providing transportation or child care when these were necessary for the group to meet regularly.

. Set up a system by which the advisory group regularly reviews its own progress to determine the extent to which it is meeting its goals and objectives.

Davies. D. "Perspectives and Future Directions." In Schools Where Parents Make a Difference, Don Davies, Ed. Boston: Institute for Responsive Education, 1976.

Descriptors: community involvement, parent involvement, decision making
Short Title: ideas for meaningful parent involvement
State of the Art: Methods and Practices.
Brief Summary:

In 1973, Don Davies founded the DInstitute for Responsive Education to study and to promote broader citizen participation in educational decision making. For over 20 years Dr. Davies has been an acknowledged leader in promoting parent involvement.

In this chapter, Dr. Davies provides the reader with an excellent rationale for increasing parent involvement in the schools. He also describes some of the problems of implementing various parent involvement activities, but he offers some practical solutions aimed at reducing those problems.

The focus of this work is to promote better home-school communication and to facilitate broader parent involvement in school decisions. Very little attention is focused on training parents to work with their own children at home or upon traditional parent involvement activities where parents simply attend school functions. This article and the book provide excellent guidance for those who are interested in promoting broader parent involvement in educational decisions.

Else, David. "Productive Advisory Committees Keep Parents Happy and Curriculum Current." The American School Board Journal, 170 (June 1983), 34, 38.

Descriptors: parent advisory committees, curriculum decisions
Short Title: ask parents for curriculum advice
Program Description.
Brief Summary:

Superintendent gives schools advice about creating and benefitting from curriculum advisory committees, including parents, teachers and administrators. These recommendations include: 1) create only necessary working committees, 2)

clearly define committee function and limitations, 3) design composition fo committee carefully, 4) give committee formal board support, and (5) use pilot committee to get the committee idea started carefully.

Herman, Joan L., and Yeh, Jennie P. "Some Effects of Parent Involvement in Schools." Paper presented at the Annual Meeting of the American Educational Research Association, Boston, April 1980. 17 pp. (ED206963).

Descriptors: parent involvement effects
Short Title: parent involvement effects
Theory and Research.
Brief Summary:

Data from California's Early Childhood Education Project were analyzed to look at relationships between parent involvement and parent satisfaction and student achievement. Positive relationships were found, providing additional support for the value of parent involvement in decision making.

Knauer, Tom, Massarott, Michael, and Reuter, Alex. "Colorado Law Spurs Citizen Participation for School Improvement." Citizen Action in Education, 9 (1982).

Descriptors: school improvement, parent involvement, advisory councils
Short Title: Colorado creates district accountability advisory committees
State of the Art; Methods and Practices; Program Description.
Brief Summary:

In 1971 Colorado was one of the first states to pass an accountability law. This law emphasized citizen participation in school improvement rather than creating statewide competency tests. This article outlines the progress that Colorado public schools have made by focusing on the process of school improvement rather than simply legislating new standards.

The Colorado law mandated a local planning process and created district accountability advisory committees to implement the process. These committees, which include parents, non-parents, teachers, administrators (and sometimes students) must create and file with the state department of education a five-year plan for improving the schools in their district. In addition, they have responsibility for conducting year-end evaluations and filing them also with the state agency. The state board of education provides guidelines for the operation of these local advisory groups, and holds conferences to give them necessary training, but the work of planning and evaluating school improvement takes place at the district level. This article reports the experience of two exemplary districts.

Licata, Joseph W. "Improving School-Community Relationships--How Receptive Are Principals, Teachers?" NASSP Bulletin, 66 (November 1982), 101-109.

Descriptors: principals, teachers, citizen involvement
Short Title: improving school-community relationships
Theory and Research; Methods and Practices.
Brief Summary:

The author points out that parent input may threaten teacher autonomy. Therefore, parent involvement efforts should make sure
they take care of teacher needs or else teachers can undermine their success. Administrators, principals need to be aware of effects of parent involvement on teachers. The author also presents continuum of citizen input; from information exchange to participation in decisions. This article illustrates the importance of stakeholder input in designing and implementing a parent involvement program.

Lyons, P., Robbins, A., and Smith, A. Involving Parents in Schools: A Handbook for Participation. Ypsilanti, MI: High/Scope Press, 1983.

Descriptors: parent involvement programs, program evaluation, program description
Short Title: parent participation handbook
Methods and Practices; Program Description.
Brief Summary:

This book is based upon a survey of parent involvement programs in 869 schools conducted by System Development Corporation. It includes a wealth of information about the characteristics of successful programs. In addition, the reader is provided with general conclusions based on their study which have implications for other parent involvement programs. Finally, this book also provides concrete suggestions about activities designed to achieve specific results. An excellent "how to" book.

Morgan, S. "Shared Governance: A Concept for Public Schools. NASSP Bulletin, (January 1980), 29-33.

Descriptors: shared governance, parent involvement, guidelines
Short Title: shared governance of the Salt Lake City schools
Program Description.
Brief Summary:

The author describes conditions which led Salt Lake City to place importance on the concept of involving parents in the governance of the school system, and goes on to describe the process of implementing their parent involvement program.

First of all, each interest group had to be convinced that it would be included in the decision-making process. Officers of the local teachers' association, administrators' association and classified employees' association were invited to become active voting members in the superintendents meetings. Next, school improvement councils were set up in each school consisting of three teachers, the principal and a secretary. Their actions had to be ratified by vote of their faculty and the approval of the superintendent. In addition, school

community councils were created consisting of the principal, two PTA officers and three community members. These councils participate in decision-making; they are not just advisory councils. The creation of these councils has improved public support for the city's schools.

Podemski, Richard S., and Steele, Ruth. "Avoid the Pitfalls of Citizen Committees." The American School Board Journal, 168 (April 1981), 40, 42.

Descriptors: advisory committee
Short Title: problems with citizen advisory committees
Methods and Practices.
Brief Summary:

This article provides school board with advice about avoiding the problems which sometimes accompany citizen advisory committees.

Seeley, David S. "Educational Partnership and the Dilemmas of School Reform." Phi Delta Kappan, 65 (1984), 383-388.

Descriptors: partnership, parent involvement, school reform
Short Title: parents and educators as partners in educational reform
State of the Art; Methods and Practices.
Brief Summary:
Seeley applauds the recent attention on improving the educational system, but suggests that simply spending more money, raising graduation requirements, and focusing on school improvement may not lead to the increase in student learning which everyone wants.

What is missing, Seeley suggests, is that most of these suggestions for school reform are based on the concept of public education as a service delivery system. This concept leads reformers to suggest better ways of delivering services. What is missing is an awareness that learning is a function of productive learning relationships between the student and the teacher, and between the student and the parent. Based on this relationship concept of learning, Seeley recommends the strengthening of the partnership between parents and teachers as a way to foster more productive learning relationships between students, their teachers and their parents. This is an excellent, thought-provoking analysis of the problems of educational reform.

Seeley, David. Education Through Partnership: Mediating Structures and Education. Cambridge, MA: Ballinger, 1983.

Descriptors: effective schools, shared governance, parent involvement
Short Title: creating relationships between teachers, parents and students
State of the Art.

Brief Summary:

Student learning is a process which depends upon both effective teaching and upon student motivation. Our public schools discourage the kinds of relationships between parents, teachers and students which promote student learning. Teaching is viewed as a service which is delivered to the students during school hours. This view disregards the important role parents play in teaching their children and also the role they play in motivating their children to want to learn. It also allows schools to ignore their own role in academic failures.

Seeley suggests that school reform of any sort must focus on developing and maintaining relationships of mutual respect between parents, teachers and children. Out of such relationships, children will learn to love learning as well as learning the subject matter being taught. Without such relationships, families and schools will continue to blame the other for the academic problems of their children.

Stallworth, John T., and Williams, David L., Jr. A Survey of Parents Regarding Parent Involvement in Schools (Executive Summary). Austin, Texas: Southwest Educational Development Laboratory, 1982.

Descriptors: parent involvement, parent attitudes, parent behavior, parent roles

Short Title: parent attitudes and current practices in parent involvement

State of the Art; Theory and Research.

Brief Summary:

This report includes a summary of parent attitudes regarding specific types of parent involvement in the schools. Parents were asked whether they were interested in serving as school volunteers, home tutors and decision-makers as well as other parent involvement roles. Their responses suggested they were most interested in volunteer and home tutor roles, but were also highly interested in participating in more school decisions.

These responses from parents indicated they were willing to play the roles that educators preferred (school supporters, home tutors) but they were also willing to be included in school decisions even though educators often opposed this type of parent involvement.

The executive summary includes a brief comparison of the responses of parents with those previously obtained from elementary school teachers and principals. These comparisons suggest that "parent apathy" about schools may be due to poor program design or to lukewarm support of school staff for meaningful parent involvement.

Stallworth, John T., and Williams, David L., Jr. A Survey of School Administrators and Policy Makers (Executive Summary). Austin, Texas: Southwest Educational Development Laboratory, 1983.

Descriptors: parent involvement, policies, current practices, attitudes
Short Title: parent involvement policies and practices
State of the Art; Theory and Research.
Brief Summary:

Local superintendents and school board presidents in six southwestern states were asked about attitudes, current practices, and policies regarding parent involvement in the schools.

Responses indicated that these policy makers favored traditional parent involvement roles over those parent roles which include participation in school decisions. However, their responses indicated that they favored some types of parent involvement which
teachers and principals tended to oppose. Their responses were similar to those of teachers and principals in that they reported that even the most favored types of parent involvement activities were not widely implemented in their schools.

A strong pattern of correlations was found between implementation of parent activities and existence of formal written policies encouraging parent involvement in the schools. However, few such correlations were found between implementation and these policy makers' personal attitudes toward parent involvement. This pattern suggests that setting district policy may be an important element in implementing a successful parent involvement program.

Williams, David L., Jr., and Stallworth, John T. Parent Involvement at the Elementary School Level: A Survey of Principals (Executive Summary). Austin, Texas: Southwest Educational Development Laboratory, 1981.

Descriptors: parent involvement, principals' attitudes, teacher training
Short Title: principals' attitudes toward parent involvement and recommendations for parent involvement training for teachers
State of the Art; Theory and Research.
Brief Summary:

Principals in six southwestern states were asked for their views on parent involvement, asked to describe current parent involvement practices in their schools, and were asked to make recommendations about training teachers for parent involvement duties.

In general, the principals indicated strong support for the general concept of parent involvement, but substantially less support for the idea of involving them in administrative types of decisions. They preferred parents be involved in school support activities or in working with their own children at

home. If parents were to be involved in school decisions, principals preferred that they be involved in the curriculum and instruction decisions rather than administrative decisions.

Responses from these principals were very similar to responses gathered from a random sample of elementary school teachers in the same states. However, the teachers were less supportive of involving parents in curriculum decisions and more supportive of involving them in administrative decisions. Apparently parent involvement has broad support as long as it is not seen as encroaching on one's professional turf.

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Williams, David L., Jr., & Stallworth, John T. Parent Involvement at the Elementary School Level: A Survey of Teachers (Executive Summary). Austin, Texas: Southwest Educational Development Laboratory, 1981.

ATTACHMENT B

List of Experts Who Assisted in Need-Sensing

POTENTIAL PARENT INVOLVEMENT EXPERTS TO OFFER SUGGESTIONS
REGARDING PARENT INVOLVEMENT TEACHER TRAINING MATERIALS

Dr. Leonard Kaplan
Head, Teacher Education
College of Education
Wayne State University
Detroit, MI 48202

Dr. Gene Hall
The University of Texas
R&D Center
Austin, TX 78712

Dr. Patricia Olmsted
School of Education
Project Follow Through
Peabody Hall 037A
The University of North Carolina
Chapel Hill, NC 27514

Dr. Roberta Rubin
School of Education
Project Follow Through
Peabody Hall 037A
The University of North Carolina
Chapel Hill, NC 27514

Dr. Dorothy Rich, Director
Home and School Institute
1201 16th Street, NW
Washington, DC 20036

Mr. Alvis Bentley
Director, Special Programs
Texas Education Agency
201 East 11th Street
Austin, TX 78701

Dr. Martha R. Thomas, Program Director
Teacher Education
Texas Education Agency
201 East 11th Street
Austin, TX 78701

Dr. Larry D. Loiselle, Director
Personnel Administration
and Staff Development
Texas Education Agency
201 East 11th Street
Austin, TX 78701

Dr. Dale Carmichael, Program Director
Inservice Education
Texas Education Agency
201 East 11th Street
Austin, TX 78701

Mr. Mike Pool
Staff Development and Inservice
Education
Austin Independent School District
6100 Guadalupe
Austin, TX 78752

Dr. Helen Brown, Bureau Director
Curriculum, Inservice,
and Staff Development
Louisiana Department of Education
P. O. Box 44064
Baton Rouge, LA 70804

Dr. Judy Leach, Administrator
Teacher Education/Staff
Development Section
Oklahoma Department of Education
Oliver Hodge Memorial Education
Building
Oklahoma City, OK 73105

Dr. Jeanne Knight, Director
Elementary and Secondary Education
Unit
New Mexico Department of Education
Education Building, State Capitol
Complex
DeVargas and Don Gaspar Streets
Santa Fe, NM 87501-2786

Dr. Allen Evans
Assistant Director
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205

Dr. Joseph R. Foster, Jr.
Coordinator, Elementary Education
Arkansas Department of Education
General Education Division
State Capitol Ground
Little Rock, AR 72201

Mrs. Maureen Bailey, President
Arkansas Congress of Parents
and Teachers, Inc.
1201 McAlmont - P.O. Box 3017
Little Rock, AR 72203

Mrs. Delores Ray, President
Louisiana Parent-Teacher Association
Room 114, Laboratory School, LSU
P. O. Box 21550-A, University Station
Baton Rouge, LA 70893-5515

Mr. Bob Jones, President
Mississippi Congress of Parents
and Teachers
1259 Kirk Circle
Greenville, MS 38701

Mrs. Pat Henry, President
Oklahoma Congress of Parents
and Teachers, Inc.
555 East Constitution Street
Norman, OK 73037

Mrs. Laura Tynes, President
Texas Congress of Parents
and Teachers
408 West Eleventh Street
Austin, TX 78701

Mrs. Virginia Ford, President
New Mexico PTA
6064 Appleton Road, SW
Albuquerque, NM 87105

Dr. Joyce Epstein, Project Director
School Organization Program
Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218

Dr. Patricia Shell
Assistant Superintendent
Houston Independent School District
3830 Richmond Avenue
Houston, TX 77027

Ms. Sandra Gray, Executive Director
National School Volunteers Program
300 N. Washington St.
Alexandria, VA 22314

Dr. Richard Mallory
National Education Association
1201 16th Street, NW
Washington, DC 20036

Mr. Carl Marburger
National Committee for Citizens
in Education
410 Wilde Lake Village Green
Columbia, MD 21044

Mr. Dan Merenda
National Coalition for Parent
Involvement in Education
701 North Fairfax St., Suite 320
Alexandria, VA 22314

Dr. Daniel Safran
Center for Study of Parent
Involvement
5237 College Avenue
Oakland, CA 94609

Mr. Robert Brown
U.S. Department of Education
400 Maryland Avenue, SW
FOB-6, Room 4181
Washington, DC 20202

Mr. Duane Dale, Training Specialist
Citizen Involvement Training Project
Division of Continuing Education
University of Massachusetts
Amherst, MA 01003

Mr. Sam Drew
Governor's Task Force on Citizen
Participtpn in Education
P. O. Box 11450
Columbia, South Carolina 29211

Dr. Paul Tremper, Executive Director
National Community Education
Association
1201 16th Street, NW, Suite 305
Washington, DC 20036

Dr. Denise Carter
Program Director
The National PTA
700 North Rush Street
Chicago, IL 60611-2571

Mrs. Martha Nelsen, Supervisor
Community Education
Arkansas Department of Education
General Education Division
State Capitol Ground
Little Rock, AR 72201

Dr. Ellen Lynn, Consultant
Early Childhood Education Department
High/Scope Educational Research
Foundation
600 North River Street
Ypsilanti, MI 48197-2898

Dr. Moncrieff Cochran
Family Matters Project
Department of Human Development
and Family Studies
Martha Van Rensselaer Hall
Cornell University
Ithaca, NY 14853

Dr. Christiann Dean
Cooperative Extension Associate
Family Matters Project
Department of Human Development
and Family Studies
Martha Van Rensselaer Hall
Cornell University
Ithaca, NY 14853

Ms. Faye M. Haley
Home Study Coordinator
New Orleans Public Schools
Lakeview Staff Development Center
5931 Milne Street
New Orleans, LA 70124

Dr. Jacqueline Sowers
Parent Involvement Project
Education Development Center
55 Chapel Street
Newton, MA 02160

Dr. Pam Spruiell, Director
Personnel Development
Dallas Independent School District
5000 S. Oakland
Dallas, TX 75215

Dr. Angie Rose
Early Childhood Education
Lincoln Instructional Center
Dallas Independent School District
5000 S. Oakland
Dallas, TX 75215

Mr. Roscoe C. Smith, Coordinator
Chapter I Parental Involvement
Lincoln Instructional Center
Dallas Independent School District
5000 S. Oakland
Dallas, TX 75215

Ms. Bobbie J. Foster, Director
Community Relations
Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204

Dr. Myra Baptiste, Director
Employee Development
Houston Independent School District
3830 Richmond Avenue
Houston, TX 77027

Ms. Sarah Cordray
Houston Independent School District
3830 Richmond Avenue
Houston, TX 77027

Dr. Patricia Lewis
Louisiana Tech University
Box 3061, Tech Station
Ruston, LA 71272

Ms. Marlene Parker
Parent Involvement Supervisor
Arkansas Department of Education
Education Building, Room 103-A
Capitol Mall
Little Rock, AR 72201

ARKANSAS

Dr. Bill Chance, Chairperson
Department of Elementary Education
State University of Arkansas
Box 5
Craighead, AR 72467

Dr. James T. Wright, Chairperson
Department of Elementary Education,
Early Childhood and Special
Education
Box 7644
Henderson State University
Arkadelphia, AR 71923

Dr. Pamela Davis, Professor
Department of Elementary Education,
Early Childhood and Special
Education
Box 7644
Henderson State University
Arkadelphia, AR 71923

Dr. Robert Bradley, Chairperson
Education Center for Early
Development
The University of Arkansas
Little Rock, AR 72205

Dr. Calvin Johnson, Chairperson
Department of Curriculum and
Instruction
The University of Arkansas
Little Rock, AR 72205

OKLAHOMA

Dr. Ernestine Shaw, Chairperson
Department of Elementary Education
Langston University
Langston, OK 73050

Dr. Kenneth Elsner, Director
Professional Teacher Preparation
Program
Central State University
Edmond, OK 73034

Dr. Gene McPhail, Coordinator
School Administration Program
Central State University
Edmond, OK 73034

Dr. John Brothers
Department of Educational
Administration
Central State University
Edmond, OK 73034

Dr. Shirley Robards
Early Childhood Education Department
The University of Tulsa
600 South College
Lorton Hall, 202
Tulsa, Ok 74104

Dr. Eileen Kalbe
The University of Tulsa
600 South College
Lorton Hall, 202
Tulsa, Ok 74104

Dr. Tom Gallaher, Chairperson
Elementary Education Area
Collins Hall
College of Education
The University of Oklahoma
Norman, OK 73019

LOUISIANA

Dr. Johnnie Mills, Chairperson
Department of Education
P. O. Box 46
College of Education
Grambling State University
Grambling, LA 71245

Dr. Jo Ann Dauzat
Department of Education
P. O. Box 46
College of Education
Grambling State University
Grambling, LA 71245

Dr. Oran Stewart
Xavier University
7325 Palmetto Street
New Orleans, LA 70125

Mrs. Orlean Fulton, Director
Student Teaching Experiences
Xavier University
7325 Palmetto Street
New Orleans, LA 70125

Dr. Antoine Garabaldi, Chairperson
Department of Education
Xavier Univeristy
7325 Palmetto Stret
New Orleans, LA 70125

Dr. Rosalind Charlesworth, Coordinator
Elementary Education Program
College of Education
Louisiana State University
Baton Rouge, LA 70803

Dr. Tillie Cookston, Director
Office of Clinical Experiences
College of Education
Louisiana State University
Baton Rouge, LA 70803

Dr. Diane Burts
School of Home Economics
Louisiana State University
Baton Rouge, LA 70803

Mrs. Joan Benedict
School of Home Economics
Louisiana State University
Baton Rouge, LA 70803

Dr. Joe DeLatte
School of Home Economics
Louisiana State University
Baton Rouge, LA 70803

Dr. Nancy Nystrom
Department of Education
The University of Tulane
New Orleans, LA 70118

MISSISSIPPI

Dr. Ann Hall
Curriculum and Instruction Department
Box 3112
Delta State University
Cleveland, MS 38733

Dr. Foster Wilkinson
Curriculum and Instruction Department
Box 3112
Delta State University
Cleveland, MS 38733

Dr. Georgia Napier, Head
Early Childhood Department
Elementary and Reading
SEB, 319-C
Jackson State University
Jackson, MS 39217

Dr. Jane McHaney
Drawer ED
Mississippi State University
Mississippi State, MS 39762

Dr. A. W. Shelton
Drawer ED
Mississippi State University
Mississippi State, MS 39762

Dr. Jean Shaw, Coordinator
Elementary Education Unit
School of Education
The University of Mississippi
University, MS 38677

Mrs. Lynton Billey
Director of Laboratory Experiences
School of Education
The University of Mississippi
University, MS 38677

TEXAS

Dr. Donald Coker, Chairperson
Department of Elementary Education
East Texas State University
Commerce, TX 75428

Dr. Rita Deyoe-Chuillan
Department of Elementary Education
East Texas State University
Commerce, TX 75428

Dr. Barbara Hammack
Department of Elementary Education
East Texas State University
Commerce, TX 75428

Dr. Jill Bardwell
Department of Elementary Education
East Texas State University
Commerce, TX 75428

Mr. David Brown
Department of Elementary Education
East Texas State University
Commerce, TX 75428

Dr. Greg Stefanich, Chairperson
Department of Elementary and
Secondary Education
ED 202, College of Education
Lamar University
Beaumont, TX 77710

Dr. Mike Cass
Department of Elementary and
Secondary Education
ED 202, College of Education
Lamar University
Beaumont, TX 77710

Dr. Charles Burke
Department of Curriculum and
Instruction
ED 202, College of Education
Lamar University
Beaumont, TX 77710

Dr. Dale Luttrell
College of Education
North Texas State University
Denton, TX 76203

Dr. June Buhler
College of Education
North Texas State University
Denton, TX 76203

Dr. Betty Mason
College of Education
North Texas State University
Denton, TX 76203

Dr. Rich Swetzlin
College of Education
North Texas State University
Denton, TX 76203

Dr. Elizabeth Gratz, Chairperson
Department of Curriculum
and Instruction
School of Education
Pan American University
Edinburg, TX 78539

Dr. Roger Tolar
Department of Curriculum
and Instruction
School of Education
Pan American University
Edinburg, TX 78539

Mrs. Nancy Dowel
Department of Curriculum
and Instruction
School of Education
Pan American University
Edinburg, TX 78539

Dr. Sumpter Brooks
School of Education
Texas Southern University
3100 Cleburne
Houston, TX 77004

Ms. Cherry Gooden
School of Education
Texas Southern University
3100 Cleburne
Houston, TX 77004

Dr. Mary Ann Waldon
School of Education
Texas Southern University
3100 Cleburne
Houston, TX 77004

Dr. Loretta Jaggers
School of Education
Texas Southern University
3100 Cleburne
Houston, TX 77004

Dr. John Nevius
College of Education
Texas Tech University
Lubbock, TX 79409

Ms. Dorothy Filgo
College of Education
Texas Tech University
Lubbock, TX 79409

Dr. John Bishop, Coordinator
Elementary Education Department
112 Farish Hall
University of Houston, University Park
Houston, TX 77004

Dr. Lowell Bethel
Department of Curriculum and Instruction
Education Building
College of Education
The University of Texas
Austin, TX 78712

Dr. William Rutherford
Department of Curriculum and Instruction
Education Building
College of Education
The University of Texas
Austin, TX 78712

Dr. Stuart Reifel
Department of Curriculum and Instruction
Education Building
College of Education
The University of Texas
Austin, TX 78712

Dr. Theresa Escobedo
Department of Curriculum and Instruction
Education Building
College of Education
The University of Texas
Austin, TX 78712

Dr. Joe Frost, Chairperson
Department of Curriculum and Instruction
Education Building
College of Education
The University of Texas
Austin, TX 78712

Dr. Rich Burns
Department of Curriculum and Instruction
The University of Texas at El Paso
El Paso, TX 79968-0574

Dr. Terry Salinger
Department of Curriculum and Instruction
The University of Texas at El Paso
El Paso, TX 79968-0574

Dr. Sharon Morgan
Department of Curriculum and Instruction
The University of Texas at El Paso
El Paso, TX 79968-0574

Dr. Sue Wortham
Division of Education
The University of Texas at San Antonio
San Antonio, TX 78285

Dr. Wayne Laughery
Division of Education
The University of Texas at San Antonio
San Antonio, TX 78285

Dr. W. W. Aldrich, Chairperson
Department of Education
Texas A&I University
Box 196
Kingsville, TX 78363

NEW MEXICO

Mr. Mark Isham
East New Mexico University
Portales, NM 88130

Dr. George Wheeler
East New Mexico University
Portales, NM 88130

Dr. John Thomas
Box 3AC
College of Education
New Mexico State University
Las Cruces, NM 88003

Dr. Charles Jackson
Station 25
East New Mexico University
Portales, NM 88130

Dr. Margaret Sloan
Station 34
East New Mexico University
Portales, NM 88130

Dr. Maria Chavez
University of Albuquerque
St. Joseph's Place, NW
Albuquerque, NM 87140

Dr. Rose Casden
University of Albuquerque
St. Joseph's Place, NW
Albuquerque, NM 87140

Dr. Donald Kelly
Department of Elementary Education
The University of New Mexico
Albuquerque, NM 87131

Dr. Keith Auger
Department of Elementary Education
The University of New Mexico
Albuquerque, NM 87131

Dr. Sara Dawn Smith
Department of Elementary Education
The University of New Mexico
Albuquerque, NM 87131

Dr. Luis Casaus, Chairperson
Education Division
New Mexico Highlands University
Las Vegas, New Mexico 87701

ATTACHMENT C

Information-Gathering and Need-Sensing Form

PARENT INVOLVEMENT AND TEACHER TRAINING

This form is being used to gather suggestions from teacher training and parent involvement experts regarding guidelines and strategies for preparing preservice (undergraduate) as well as inservice elementry school teachers to involve parents as partners in their children's education. Your suggestions will be incorporated in our prototype guidelines and strategies for training teachers in parent involvement.

DIRECTIONS: Based upon your knowledge and experiences, please provide the following information as requested.

A. Training Teachers to Increase Parent Involvement Which Supports Children's School Learning

Involving parents in activities which support school learning can include attending meetings, attending special events, preparing materials or foods, volunteering for classroom/school activities, making donations, going on field trips, etc.

1. What do teachers need to know about this kind of parent involvement?

   a. At the preservice level: _____

   _____

   _____

   _____

   b. At the inservice level: _____

   _____

   _____

   _____

2. What do teachers need to understand about this kind of parent involvement?

   a. At the preservice level: _____

   _____

   _____

   _____

b. At the inservice level: _____

_____

_____

_____

3. What skills do teachers need for this kind of parent involvement?

a. At the preservice level: _____

_____

_____

_____

b. At the inservice level: _____

_____

_____

_____

4. How should teachers be trained for this kind of parent involvement?

a. At the preservice level: _____

_____

_____

_____

b. At the inservice level: _____

_____

_____

_____

B. Training Teachers to Increase Parent Involvement Which Supports Children's Home Learning

Involving parents in activities which support home learning might include tutoring, providing enrichment activities, ensuring that homework gets completed, providing educational resources, checking home assignments, etc.

1. What do teachers need to <u>know</u> about this kind of parent involvement?

   a. At the preservice level: _____

   b. At the inservice level: _____

2. What do teachers need to <u>understand</u> about this kind of parent involvement?

   a. At the preservice level: _____

   b. At the inservice level: _____

3. What <u>skills</u> do teachers need for this kind of parent involvement?

   a. At the preservice level: _____

b. At the inservice level: _____

_____

_____

_____

4. How should teachers be trained for this kind of parent involvement?

a. At the preservice level: _____

_____

_____

_____

b. At the inservice level: _____

_____

_____

_____

C. Training Teachers to Increase Parent Involvement Which Supports Shared Decision-Making

Involving parents in shared decision-making activities might include helping to make instructional as well as administrative decisions for the classroom and the school (e.g., discipline standards, teaching materials, school goals, school budget priorities, etc.).

1. What do teachers need to know about parent involvement of this kind?

a. At the preservice level: _____

_____

_____

_____

b. At the inservice level: _____

_____

_____

_____

2. What do teachers need to understand about this kind of parent involvement?

   a. At the preservice level: _____

   _____

   _____

   _____

   b. At the inservice level: _____

   _____

   _____

   _____

3. What <u>skills</u> do teachers need for this kind of parent involvement?

   a. At the preservice level: _____

   _____

   _____

   _____

   b. At the inservice level: _____

   _____

   _____

   _____

4. <u>How</u> should teachers be trained for this kind of parent involvement?

   a. At the preservice level: _____

   _____

   _____

   _____

   b. At the inservice level: _____

   _____

   _____

   _____

D. After reviewing your answers on this questionnaire, please indicate which aspects of teacher training you believe are most important in helping teachers work more effectively with parents.

Please return this completed form in the attached postage-paid envelope by March 26, 1984.

Parent Involvement in Education Project
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, TX 78701

ATTACHMENT D

Letter Requesting Assistance with Need-Sensing

March 9, 1984

Dear :

The Parent Involvement in Education Project at the Southwest Educational Development Laboratory in Austin, TX is entering its fifth year of parent involvement studies. During this project year, our goal is to develop guidelines and strategies that can be used to help train preservice and inservice elementary school teachers for involving parents in their children's education.

In preparing the guidelines and strategies, we want to obtain suggestions from persons who are knowledgeable about, are interested in, and/or have had experience with parent involvement. These experts include persons like you who are associated with either staff development, parent involvement programs, parent involvement research, and/or parent organizations. The information you provide will help us with the focus and content of our guidelines and strategies.

We really appreciate your taking the time to assist us with this important phase of our project work. Our developmental activities are just as important as our research efforts. Please provide us with your views about parent involvement and teacher training on the enclosed form. A self-addressed, stamped envelope has been included to facilitate your return of the form. We would very much like to have the form completed and returned to us by March 26, 1984.

Thank you in advance for your cooperation. We will share information with you about the guidelines and strategies once drafts have been prepared.

Sincerely,

David L. Williams, Jr. (Dr.)
Director, Division of Family, School
and Community Studies

Enclosure

ATTACHMENT E

Summary of Experts' Responses

Experts' Responses

1. Regarding parent involvement in school/home learning and decision making activities, experts indicated presevice/inservice teachers needed knowledge and understanding about:

a. Various ways of involving parents.
b. Importance of parent involvement to parents, teachers, and children.
c. Benefits/rewards of parent involvement in classroom, school, and home.
d. Impact on academic success.
e. Impact on teacher effectiveness.
f. Impact on parent and children attitudes toward school and learning.
g. Importance of parent/teacher relationships or partnerships.
h. Parents as teachers of their children.
i. Causes of variation in parent participation.
j. Working with parents from different education, SES and cultural backgrounds.
k. The difficulties, time-consuming nature, extensive planning, and "extra work" required in parent involvement.
l. Ways to inform, communicate, train, and work with parents.
m. The interests, needs, and skills of parents.
n. Assessing school climate for parent involvement potential.
o. Kinds of parent involvement materials/programs available.
p. Research findings on various areas of parent involvement.
q. Range of possible involvement roles for parents.
r. Relationship of parent involvement to learning process.
s. Limits of parent involvement and expectations of parents.
t. Development of mutual trust, respect, appreciation regarding parents in education.
u. School/district administrative philosophy, guidelines, policies, procedures, attitudes, etc. regarding parent involvement.
v. The voluntary factor in parent involvement.
w. Conduciveness of home environment for parent involvement.
x. Essentiality of parent involvement to school effectiveness and academic success.
y. Limitations of parent involvement at home and in decision making.
z. Dealing with potential frustrations of parent involvement for teachers and parents.
aa. Rights of parents to participate in home/school learning and decision making.
bb. Wide range of involvement skills parents have.
cc. Community and parent resources.
dd. Considering parents as allies, not threats.

2. Regarding parent involvement in school/home learning and decision making activities, experts indicated preservice/inservice teachers need skills in:

a. The "how-to's" of parent involvement.
b. Orienting parents to school/classroom/home learning program.
c. Communicating with parents openly and honestly.
d. Developing effective interpersonal relationships.
e. Time management/listening.
f. Organization and management of adults in learning process.
g. Coordinating parents' time, interests, and abilities into effective involvement.
h. Developing positive attitudes and approaches to parent involvement.
i. Planning various types/levels of involvement.
j. Providing necessary information to parents which helps facilitate their involvement.
k. Leadership and team building.
l. Translating parent needs/interests into viable involvement activities.
m. Delegating/sharing responsibilities with parents.
n. Motivating parents to participate.
o. Sustaining parent participation.
p. Assessing effectiveness of involvement efforts.
q. Developing home parent involvement activities sensitive to home environment, parents, and family.
r. Training and using parents as tutors.
s. Building parent involvement on strengths of parents and families.
t. Using tact and diplomacy.
u. Developing and using effective networks and linkages to enhance parent involvement activities.

3. Regarding ways to train teachers for parent involvement in home/school learning and decision-making activities, experts suggested:

a. Providing classroom observation opportunities.
b. Conducting research about ways to be involved, involvement roles, and parent/teacher relationships.
c. Providing role play experiences.
d. Brainstorming for ideas to try out, refine, and evaluate.
e. Developing materials for use in student teacher seminar.
f. Conducting workshops and discussion sessions that include parents.
g. Planning and developing parent involvement programs.
h. Holding training sessions regarding listening, communications, human relations, adult education (with parents where possible).
i. Observing various situations where parents/teachers are interacting.
j. Providing a course in the teacher education curriculum.
k. Observing and reporting on school volunteer programs.
l. Providing public relations and positive presentation experiences.
m. Using teacher trainers, parent consultants, school supervisors as training team.
n. Conducting whole-day inservice sessions or special practical clinics.
o. Collaborating with parent organizations to provide or produce training experiences.
p. Offering refresher courses in classroom time management or teacher evaluation with parent involvement as a component.
q. Using an experience approach to developing parent involvement expertise.

r. Providing school and community based experiences.

4. Regarding parent involvement in school/home learning and decision making activities, college/university faculty indicated preservice and inservice teachers needed knowledge and understanding about:

a. Methods of communicating with and involving parents.
b. Methods of establishing rapport and working relationships with parents.
c. Ways of identifying, training, and organizing parent leaders.
d. The positive benefits of parent involvement to homes, schools and children.
e. Ways of training adults (parents).
f. Method of conceptualizing effective parent involvement activities.
g. Why parent involvement is important to educational process.
h. The importance of developing parent involvement efforts with administrators and parents.
i. Relationship of parent involvement to school effectiveness and academic success.
j. Ways parent involvement enhances importance and role of parents as partners in education.
k. Nature of school district philosophy, policies, procedures, and attitudes regarding parent involvement.
l. Attitudes of parents and community toward education and schools.
m. Educational goals and objectives of parents and community.
n. How to interact with parents and parent groups.
o. Risks and limitations regarding parent involvement.
p. Conducive school atmospheres for effective parent involvement.
q. Encouraging/eliciting/maintaining parent involvement.
r. Theoretical and empirical literature regarding parent involvement, home-school relationships.
s. Areas of responsibility (teachers and parent) regarding parent involvement.
t. Ways to reduce differences between educators and parents regarding education.
u. Strategies for effectively eliciting information from parents and sharing information with them.
v. The voluntary nature of parent involvement.
w. Why parent involvement training for educators is important.
x. Difficulties and demands parent involvement places on teachers' and parents' time.
y. Differences in value systems of parents and teachers from varying SES, racial/ethnic, cultural, and educational backgrounds.
z. The need for teacher openness in parent involvement.
aa. Variation in roles and levels of parent involvement.
bb. The range of parent involvement models.
cc. The continuous training parent involvement requires.
dd. Benefits of planning parent involvement with parents rather than for them.
ee. Value of defining parent involvement clearly as well as the attendant goals, objectives, tasks, and expected outcomes.

ff. Implications parent involvement has for school/district staffing and the budget.

5. Regarding parent involvement in school/home learning and decision-making, college/university faculty indicated that preservice and inservice teachers needed the following skills:

a. Oral and written communications.
b. Organization and management of individuals, groups, tasks, materials regarding parent involvement.
c. Human relations and personal interaction.
d. Training parents as observers and tutors.
e. Motivation and group discussion.
f. Delegation of tasks and responsibilities.
g. Planning, implementing, and evaluating parent involvement efforts.
h. Modeling and stimulating effective teaching behaviors for parents.
i. Making learning consistent with respect to school, home, and community aims.
j. Organizing learning and instruction to include parent involvement.
k. Nurturing the confidence, desire, willingness of parent participation in education.
l. Assessing the school and district climate regarding parent involvement, then developing viable efforts.
m. Viewing and working with parents as partners in education.
n. Empathizing with parents regarding their involvement in education.
o. Public relations with parents.
p. Improving self-esteem as well as that of parents.
q. Goal setting, and generation of objectives and related outcomes with parents regarding parent involvement.
r. Translating parent needs, interests, and concerns into meaningful involvement efforts.
s. Needs assessment and problem identification with parents.
t. Problem resolution with parents.
u. Translating/discussing educational information with parents using a range of comprehension levels.
v. Role playing techniques and experiences.
w. Locating information for and referring parents to information regarding their involvement in education.
x. Mediation/collaboration with parents.

6. Regarding parent involvement in school/home learning and decision-making, college/university faculty indicated pre- and inservice teachers should be trained for parent involvement in the following ways:

a. Observing at parent conferences and meetings.
b. Participating in parent involvement activities during student teaching.
c. Sequential workshops or seminars.
d. A specially designed course on parent involvement.
e. Situational role-playing experiences.
f. Self-awareness experiences to examine attitudes toward aspects of parent involvement.

g. Developing more open attitudes regarding parent involvement and parents.
h. Providing information on parent involvement programs and materials.
i. Case studies of various aspects of parent involvement programs and materials.
j. Include parent involvement in education foundation and communication courses.
k. Modules dealing with teachers' role in parent involvement.
l. Becoming involved in parent organization, groups or activities.
m. One-to-one parent interaction experiences.
n. Mini-courses on aspects of parent involvement.
o. Integrating parent involvement as component of professional education courses.
p. Working with administrators regarding parent involvement efforts.
q. Learning about various types of parent involvement programs and experts in area.
r. Holding interactive panel discussions regarding parent involvement with experienced teacher, parent, research, and program experts.
s. Visiting homes and community settings to obtain parent viewpoints about their involvement in education.
t. Becoming familiar with the theoretical understandings and implications of parent involvement in education.
u. Developing knowledge and understanding of relevant literature regarding parent involvement.
v. Learning how to convey clear and understandable messages to parents regarding their involvement in education.
w. Visiting successful parent involvement programs.
x. Reviewing and becoming familiar with research findings regarding parent involvement.
y. Learning how to reduce apprehensions and misunderstandings about involving parents.
z. Interviewing parents and educators regarding parent involvement in education.
aa. Developing ability to do basic formative and summative evaluation.
bb. Learning to be adept at accomplishing group goals through group action with parents.
cc. Providing experiences regarding leadership of and leadership to parents as educational partners.

ATTACHMENT F

Consultants

Consultants

Dr. Lowell Bethel
Assistant Dean for Teacher Education
College of Education
The University of Texas at Austin
Austin, Texas 78713

Dr. Stuart Reifel
Department of Curriculum and Instruction
Early Childhood Education
Education Building 406
The University of Texas at Austin
Austin, Texas 78712

Dr. Celia Genishi
Associate Professor
Department of Curriculum and Instruction
The University of Texas at Austin
Austin, Texas 78712

ATTACHMENT G

List of Expert Reviewers

Dr. Jacqueline Sowers
Parent Involvement Project
Education Development Center
55 Chapel Street
Newton, MA 02160

Dr. Tom Gallaher, Chairperson
Elementary Education Area
Collins Hall
College of Education
The University of Oklahoma
Norman,OK 73019

Mrs. Maureen Bailey, President
Arkansas Congress of
Parents and Teachers, Inc.
1201 McAlmont - P.O. Box 3017
Little Rock, AR 72203

Dr. Janet Black
College of Education
North Texas State University
Denton, TX 76203

Dr. Judy Lombana
Professor, Dept of Counselor Education
University of North Florida
Jacksonville, Florida 32209

Mr. Mike Pool
Staff Development and
Inservice Education
Austin Independent School District
6100 Guadalupe
Austin, Texas 78752

Ms. Joan Kelley, President
Oklahoma Congress of
Parents and Teachers, Inc.
555 East Constitution Street
Norman, Oklahoma 73037

Dr. Johnnie Mills, Chairperson
Department of Education
P.O. Box 46
College of Education
Grambling State University
Grambling, LA 71245

Mrs. Laura Tynes, President
Texas Congress of
Parents and Teachers
408 West 11th Street
Austin, Texas 78701

Dr. Gail Cheney
Associate Professor
Dept. of Curriculum & Instruction
School of Mississippi
The University of Mississippi
University, MS 38677

Dr. Donald Kelly
Department of Elementary Education
The University of New Mexico
Albuquerque, NM 87131

Dr. Donald Thomas
Deputy Superintendent for
Public Accountability
State Dept. of Education
Room 505
1429 Senate Street
Columbia, SC 29201

Dr. Sue Wortham
Division of Education
The University of Texas at San Antonio
San Antonio, TX 78285

Dr. Elizabeth Gratz, Chairperson
Dept. of Curriculum & Instruction
School of Education
Pan American University
Edinburg, TX 78539

Dr. Rose Casden
University of Albuquerque
St. Joseph's Place, NW
Albuquerque, NM 87140

Dr. Sharon Morgan
Dept. of Curriculum & Instruction
The University of Texas at El Paso
El Paso, TX 79968-0574

Dr. Eliseo Torres
Vice President for Student Affairs
Department of Education
Texas A&I University
Box 196
Kingsville, TX 78363

Dr. Oran Stewart
Department of Education
Xavier University
7325 Palmetto Street
New Orleans, LA 70125

Dr. Robert Bradley
11322 Ethan Allen Drive
Little Rock, AR 72211

Dr. Dale Carmichael
Program Director, Inservice Education
Texas Education Agency
201 East 11th Street
Austin, TX 78701

Mr. Bob Jones, President
Mississippi Congress of Parents
and Teachers
1259 Kirk Circle
Greenville, MS 38701

Dr. Kenneth Elsner, Director
Professional Teacher Preparation Program
Central State University
Edmond, OK 73034

Dr. Ann Hall
Curriculum & Instruction Dept.
Box 3112
Delta State University
Cleveland, MS 38733

Dr. Georgia Napier, Head
Early Childhood Department
Elementary and Reading
SEB, 319-C
Jackson State University
Jackson, MS 39217

Dr. Ramona Emmons Paul
State Department of Education
Oliver Hodge Memorial Education Bldg.
Oklahoma City, OK 73105

Mrs. Marlene Parker
Supervisor for Parent Involvement
Room 1028
Arkansas Dept. of Education
State Capitol Mall
Little Rock, AR 72201

Dr. Tille Cookston, Director
Office of Clinical Experiences
College of Education
Louisiana State University
Baton Rouge, LA 70803

Dr. Christiann Dean
Cooperative Extension Associate
Family Matters Project
Dept. of Human Development
and Family Studies
Martha Van Rensselaer Hall
Cornell University
Ithaca, NY 14853

Dr. Jeanne Knight, Director
Elementary and Secondary Education Unit
New Mexico Department of Education
Education Bldg., State Capitol Complex
DeVargas and Don Gaspar Streets
Santa Fe, NM 87501-2786

Dr. Martha R. Thomas
Program Director, Teacher Education
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

Dr. Ernestine Shaw, Chairperson
Department of Elementary Education
Langston University
Langston, OK 73050

Dr. Bill Chance
Department of Elementary Education
State University of Arkansas
Box 94
Jonesboro, AR 72467

Dr. Donald Coker, Chairperson
Department of Elementary Education
East Texas State University
Commerce, TX 75428

Dr. Leonard Kaplan
Head, Teacher Education
College of Education
Wayne State University
Detroit, MI 48202

Dr. Patricia Olmsted
School of Education
Project Follow Through
Peabody Hall 037A
The University of North Carolina
Chapel Hill, NC 27514

Mrs. Delores Ray, President
Louisiana Parent-Teacher Association
Room 114, Laboratory School, LSU
P.O. Box 21550-A, University Station
Baton Rouge, LA 70893-5515

Dr. Helgi Osterreich
University of Albuquerque
St. Joseph's Place, NW
Albuquerque, NM 87140

David Syme, President
118 Woodland, N.W.
Albuquerque, NM 87107

ATTACHMENT H

Letters Requesting Assistance with Review

October 3, 1984

[redacted]

Dear [redacted] :

We certainly appreciate your agreeing to review and comment upon the enclosed draft version of our guidelines and strategies for training elementary teachers in the area of parent involvement. Your candid suggestions/recommendations will be used to strengthen the final version of this document.

Ultimately, the prototype version will be shared with teacher educators at the college/university, state and local education agency levels within SEDL's six-state region (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma and Texas). To the extent possible, copies will be made available to educators, practitioners, experts and researchers in other states as well who have an interest in parent involvement in education.

Enclosed with this letter are the following items:

(1) guidelines and strategies to train teachers for involving parents in their children's learning (A);

(2) guidelines and strategies to train teachers for involving parents in shared decision-making (B);

(3) a form for you to record your comments, reactions and suggestions; you may also feel free to make notations on the guidelines and strategies;

(4) a self-addressed, postage-paid envelope in which to return the evaluation form and the draft guidelines and strategies.

Please remember that you either return these in the mail on or before October 19, 1984, or relate your review remarks in a pre-arranged followup telephone call. Nancy Chavkin or I will obtain your preference.

It is important to bear in mind that the guidelines and strategies are intended for use by teacher educators or district staff development inservice educator specialists, not teachers. The materials are designed to assist them in preparing activities or experiences for training both preservice and inservice teachers in the area of parent involvement.

Definitions of knowledge, understanding and skills are enclosed for you to use as the materials are reviewed. Although the materials are not arranged or listed in priority order, you might want to suggest one. Please see the evaluation form for directions regarding this.

Thanks again for the valuable insights you have shared regarding our materials. We will provide you with additional information in the near future.

Sincerely,

David L. Williams, Jr. (Dr.)
Director
Division of Family, School and
Community Studies

DLW/sd

Enclosures: (4)

October 3, 1984

Ⅲ

Dear Ⅲ :

You have been recommended as one of twenty-five key people that we'd like to ask to give comments about our draft guidelines and strategies for training elementary teachers to work with parents. Your candid suggestions/recommendations will be used to strengthen the final version of this document.

Ultimately, the prototype version will be shared with teacher educators at the college/university, state and local education agency levels within SEDL's six-state region (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma and Texas). To the extent possible, copies will be made available to educators, practitioners, experts and researchers in other states as well who have an interest in parent involvement in education.

Enclosed with this letter are the following items:

(1) guidelines and strategies to train teachers for involving parents in their children's learning (A);

(2) guidelines and strategies to train teachers for involving parents in shared decision-making (B);

(3) a form for you to record your comments, reactions and suggestions; you may also feel free to make notations on the guidelines and strategies;

(4) a self-addressed, postage-paid envelope in which to return the evaluation form and the draft guidelines and strategies.

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Definitions of knowledge, understanding and skills are enclosed for you to use as the materials are reviewed. Although the materials are not arranged or listed in priority order, you might want to suggest one. Please see the evaluation form for directions regarding this.

Thanks again for the valuable insights you have shared regarding our materials. We will provide you with additional information in the near future.

Sincerely,

David L. Williams, Jr. (Dr.)
Director
Division of Family, School and
Community Studies

DLW/sd

Enclosures: (4)

ATTACHMENT I

Review and Comment for Assessing
Guidelines and Strategies

EVALUATION OF GUIDELINES AND STRATEGIES FOR TEACHER TRAINING ABOUT PARENT INVOLVEMENT

Introduction and Instructions

The following draft guidelines and strategies were developed from data collected from a survey of key parent involvement experts and teacher educators in the SEDL region as well as across the nation. The proposed guidelines and strategies represent a thorough synthesis and refinement of the wide range of responses that experts and teacher educators suggested to PIEP staff. The purpose of these data-based guidelines and strategies is to provide assistance to both teacher educators and local school districts in training teachers to develop parent involvement programs to support children's learning and in shared decision-making.

Guidelines consist of knowledge, understanding, and skills. Strategies refer to preservice training and inservice training. Part A of the evaluation corresponds with Part A of the guidelines and part A of the strategies; part B of the evaluation corresponds with part B of the guidelines and part B of the strategies. Part C of the evaluation relates to both parts A and B of the guidelines and strategies.

Please help us improve these draft guidelines and strategies by providing brief responses to the following questions.

Part A — **Evaluation of Guidelines and Strategies for Teacher Training about Parent Involvement to Support Children's Learning**

1. Should there be any additions or deletions within each guideline category? If yes, please specify briefly.

Knowledge: (ex.: parent involvement for single parents)

Understanding:

Skills:

2. Are the items within each guideline category prioritized appropriately? If not, please rank order them in the spaces provided on the draft guidelines, part A.

3. Are the components for each guideline category clearly worded? If not, please state briefly what needs clarification.

Knowledge: (ex.: 1. conceptual framework not clear)

Understanding:

Skills:

4. Should there by any additions or deletions with each strategy category? If yes, please specify briefly.

Preservice training:

Inservice training:

5. Are the items within each strategy category prioritized correctly? If not, please rank order them in the spaces provided on the draft strategies, part A.

6. Are the components for each strategy category clearly worded? If not, please state briefly what needs clarification.

Preservice training: _____

_____

_____

Inservice training: _____

_____

_____

Part B **Evaluation of Guidelines and Strategies for Teacher training about Parent Involvement in Shared Decision-Making**

1. Should there be any additions or deletions within each guideline category? If yes, please specify briefly.

Knowledge: _____

_____

_____

Understanding: _____

_____

_____

Skills: _____

_____

_____

2. Are the items within each guideline category prioritized correctly? If not, please rank order them in the spaces provided on the draft guidelines, part B.

3. Are the components for each guideline category clearly worded? If not, please state briefly what needs clarification.

Knowledge:

Understanding:

Skills:

4. Should there be any additions or deletions with each strategy category? If yes, please specify briefly.

Preservice training:

Inservice training:

5. Are the items within each strategy category prioritized correctly? If not, please rank order them in the spaces provided on the draft strategies, part B.

6. Are the components for each strategy category clearly worded? If not, please state briefly what needs clarification.

Preservice training:

Inservice training:

Part C **Evaluation of Both Parts A and B of the Guidelines and Strategies**

1. Do you have any other specific comments about the length of the guidelines and strategies? If yes, please specify briefly.

2. Do you have any additional comments and suggestions? Please include them here.

ATTACHMENT J

Summary of Expert and Teacher Educator
Assessment Comments

SUMMARY OF EXPERT AND TEACHER EDUCATOR ASSESSMENT COMMENTS

Guidelines

Content - Only need a little history; include special education in #5 (legally mandated).

Too much for inservice; great for college course.

Stages of emotional reaction to handicapping conditions; unique problems of parents with each handicap.

History should be brief.

Generally okay.

Delete chararacteristics of school. Add - changing life styles of parents.

Good content; eliminate word "need".

#5, #7, #8, #12 - delete for preservice (legally mandated, individual traits of schools, parents, development, nature).

Omit #11 (research theory of methods). Add PTA as example of voluntary; omit attitudes toward children, #11 not different than 3.

Combine #1, #3, #11 (theories and research). Combine part B with part A.

Combine #1, #3, #11 (theories and research). Combine #7, #9 (school and community characteristics).

One sentence is enough, eliminate #5, #12, #13 (voluntary/legally mandates, development nature, problems).

Too wordy.

Establish need first, combine (#1 & #11) research, combine (#4, #5, #10) models, legally mandated, methods. Combine A & B. Establish need first, then give theory.

Need to know tutorial possibilities, local district policies, and how parent involvement relates to public confidence in the schools.

Omit #11 or combine with #1 or #3 (research about methods with theory and research).

The adult as teacher, the adult as learner. The relationship of affective behavior to cognitive achievement.

Very comprehensive.

Include idea of extended family.

Excellent.

Seems comprehensive.

Skills are sometimes vague. #1, #2, #3, #4 could be combined (history, theory, research, models). #11 could be combined with #1, #2, #3, #4, (research on methods could be with history, theory, research, models).

Include handicapped, troubled, divorce, recent immigrant families. Appreciate special needs of atypical family (dual custody, non-English speaking, etc). Need to include joblessness and its effect on participation. Need to include different parental perspectives.

Include step parents. Communication skills for various cultures and sub-cultures.

Teachers need to know that the parent is the first teacher of the child and the only constant one. The parent will be the dominant factor in the child's education and must be a positive factor or all else is lost. The parent must be involved and feel needed.

Coverage appears thorough.

Add ecology of family and how complex ecological systems impact on children's learning; add cooperative conflict resolution.

Need to deal with issue of special issue, negative groups - need area of theory about handling conflicts, pressure tactics, special interest groups.

Rank - History - not necessary. Urgent needs are models, own self, parents, methods.

For inservice, #6, #7, #8, #9 come first. For college, okay (characteristics of individuals, parents, school, community).

#7, #9, #12 not urgent (characteristics of school and community; development, nature).

Delete - characteristics of school.

Need to identify most useful for seldom seen parents. If we only see parents twice, what is most important training?

Group them.

Fine

Fine

Begin with history.

Combine items.

Communication skills, human relations, and small steps are important. #1 theory, #2 benefits, #3 need, #4 methods, #5 more theory if needed.

Don't prioritize them. Look at gestalt.

Okay

Don't rank. Items are parallel.

Priorities are okay but not necessary.

Okay

Wording - Condense; more specific wording.

Use lists, not sentences.

Okay.

Complexity of socio-educational issues; time, cost, attitudes are not clear.

Benchmarks instead of history.

Verbose.

Use phrases, single words.

Parents strengths okay; parent resources.

Okay.

Too wordy; condense.

List or abbreviate in outline form.

Too wordy; one sentence is enough.

Condense.

Okay.

Put in objective form with evaluative measures.

Okay; could abbreviate.

Fine.

Strategies

Content - Condense.

No additions.

Good.

#7, #8, #2 delete for preservice.

Needs and characteristics come across negatively.

Include parents in shared planning, in inservice stress parents as partners, resources.

Keep strategies separate, like it.

Strategies should be condensed like guidelines.

The model is excellent. It will be a task to accomplish. It may be easier in preservice. Add a category of professional behavior.

Need strategies for attitude change; strategies for attitude change are mandatory.

Preservice is too heavy on reading. Value of observing is not limited to the experienced teacher. What do you mean by synthesize?

Visiting homes is critical, should not be optional, add sit in on I.E.P.

Very good strategies.

Is it necessary to confer at home?

Need strategies to deal with conflict resolution, special interest groups.

Strategies

Rank - Not important; history, school characteristics; urgent: models, methods, self, parents.

Group them.

Priorities are fine but not necessary.

Fine.

Wording - Use lists.

Use phrases.

Word choice: strengths - needs, resources vs. characteristics?

Strategies read well.

Use "confer" not "conference" with parents.

Okay; could abbreviate.

Clear, easy to understand.

Other

Length - Condense.

Condense, too comprehensive to be realistic.

Okay.

Okay.

Okay.

Shorten.

Shorten.

Combine some. These are long and detailed.

Readability level is too high - need short sentences.

Use more blank space in the final printing so it is easier to read.

If brevity is desired, eliminate rationale for suggestions. Also you don't need to repeat subject title.

General Comments - Good job. Included Course Syllabus Ed. 520, Advanced Problems, Parent Involvement.

Good job.

B seems easier to read.

Too vague, marginally useful, need resources, activities, materials. At a minimum, provide a program description.

Guidelines and strategies exceed what is realistically needed.

Good work. Shows quality is evident.

Need to point out difference between K to 6 parent involvement and 7 to 12 parent involvement.

Prefer - rationale - needs and then goal - objective - activities. Gave us copies of inservice plans as a sample.

Marvelous idea, well-organized. Make sure that tone is parents as partners, not clients. Liked including history, theory, research.

Condense in outline form. Example: teachers need to know - a. 1. theories about parent involvement on children's learning. b.1. theories about parent involvement in shared decision-making.

Need to condense; use only one sentence, combine items. This will tighten. See specific suggestions for wording on draft.

Put a concise goal statement first. Use one or two sentences.

Make it concise, teachers hate theory, spend more time on practical application.

Teachers need to know about models which exist.
Well-done, great job.

The guidelines and strategies appear to be in real good shape.

General Comments -

You have good ideas, need to put in behaviorial form. Need strategies for administrators. Need role of teacher educator institution.

Need a visual, graphic organizer. Very comprehensive.

Very comprehensive. Could only add one idea.

Well written. They all look great, in fact excellent.

This is outstanding; perhaps a bit ambitious but worth a try. I the next phases of specifics will be as logical and trust well-put.

Too much emphasis on history, theory, research. Like the movement from knowledge-understanding-skill-this is important.

These materials are extremely good.

Give attention to generic strategies of communicating and problem-solving. Give attention to developing community support for parent involvement and leadership skills.

Good ideas.

An excellent document. Will you also include some "how to" exercises?

These drafts of guidelines and strategies appear to cover the subject thoroughly. The parallel forms (learning and decision-making) make it easier to implement the plans.

Your draft is excellent. Perhaps add differentiated strategies for middle and high school levels.

This is an exciting project. You are on the right track. It is somewhat unrealistic for teachers in the real world.

These strategies add at least a semester to teacher training and only 1/2 of the focus is on supporting children's learning.

Add a preface to explain your givens.

I have read the drafts with pleasure. They are comprehensive enough and "in-depth" enough.

Impressive work.

ATTACHMENT K

Proposed Guidelines and Strategies for Training Teachers for Parent Involvement in Their Children's Education At Home and At School

TRAINING ELEMENTARY SCHOOL TEACHERS FOR PARENT INVOLVEMENT: SOME GUIDELINES AND STRATEGIES

Introduction

Since the Coleman report, there has been increased emphasis upon involving parents in the education of their children. Federal legislation has mandated parent involvement in several key programs as well as required schools to involve parents in the educational planning for children in special education. Legislation in several states has now provided for parent involvement in the public schools by creating Parent Advisory Committees for every school in the state (e.g., Utah). At the local level, an increasing number of schools required formal parent/teacher conferences to discuss the progress of each child enrolled. Parents area also taking on a more active role in the education of their children, and their contact with school personnel is rapidly increasing.

From the teachers' perspective, this increased contact with parents has added to the demands traditionally associated with the teacher role. Teachers are now expected to develop skills in working with parents and leadership in working with advisory groups, in addition to the skills that pertain to classroom instruction. Although additional teacher competencies are needed due to the increase of parent involvement, they are generally not addressed in the professional training programs for teachers. Training for teachers has continued to stress classroom teaching skills, neglecting the new skills that teachers may need to work with parents in the schools.

The Parent Involvement in Education Project has a major goal of helping build more effective partnerships between homes/communities and the public schools. In the previous four years, the Parent Involvement in Education Project has surveyed parents and educators and found that enhancing parent involvement in the educational process is strongly supported by parents and educators. The results of the surveys also indicate that additional training, especially for preservice and inservice elementary teachers, is necessary to enhance effective parent involvement. Thus, the goals of the Parent Involvement in Educaiton Project for 1984 have focusd on developing guidelines and strategies for training both preservice and inservice elementary school educators about parent involvement.

Research Background (1980-1983)

The Parent Involvement in Education Project is based on the tenet that to improve the quality and effectiveness of our public schools, parents and educators must develop more of a collegial or collaborative relationship regarding educational issues and concerns as opposed to an adversarial one. In order to help determine what the prospects were for bringing such a relationship to fruition, the project asked parents and educators about their opinions concerning various aspects of parent involvement.

A written questionnaire was developed and used to gather this parent involvement information. Parents and eduators in a six-state region were surveyed. The states included Arkansas, Louisiana, Mississippi, New

Mexico, Oklahoma, and Texas. National, state and, local organizations of parents and educators assisted the project with its survey. Descriptive statistics--especially percentages, frequencies, and means--were produced to report patterns of responses to items in the survey. These statistics also served as a basis for comparing the similarities and differences of responses from the groups.

The major dimensions of each study included (1) general attitudes about parent involvement, (2) parent involvement in school decision-making, (3) parent involvement roles, (4) current parent involvement practices or activities, and (5) parent involvement as part of teacher training. In general, teacher educators, teachers, and principals were asked about how useful parent involvement was along these dimensions. Parents were queried as to how interested they were in these aspects of parent involvement. School governance officials were asked about policies and/or technical assistance with respect to these kinds of parent involvement.

Parent involvement at the elementary school level was the focus of this study. Subjects included these key stakeholder groups in parent involvement: teacher educators, principals, teachers, parents, school superintendents, school board presidents, and state education agency (SEA) officials. The response rate from sample populations of each group was as follows: parents 43.4% (873); principals 48.,6% (729); school superintendents 46.5% (1,200); school board presidents 27.4% (664); and state education agency officials 83.3% (30). A more complete summary of each survey is available through the Parent Involvement in Education Project's executive summaries or annual reports for 1980-1983.

Recommendations From Previous Surveys

Several key recommendations for teacher training, improving parent involvement in schools, and for building family strengths are direct outgrowths of the studies.

1. For Teacher Training

   - That parent involvement should not be taught as a series of unrelated tasks and skills. Rather, it must be taught in a developmental sequence that progresses from the more traditional types of parent involvement where parents were asked to cooperate with school staff, to the types of parent involvement in which school staff provide services to parents, and then toward the types where parents and school staff work together essentially as partners in education.

   - That, in terms of priority, preservice teacher education must focus on providing prospective elementary teacher candidates with an overview of the various models of parent involvement as well as providing them with knowledge about potential costs and benefits to be derived from each model.

   - That, regarding parent involvement models, teachers need to learn how working with parents has the potential to improve their work, how to develop better relationships with children's parents, and how to help develop community support for the schools. To do so,

parent involvement must be presented to preservice teachers so that it is viewed as a necessary complement to their coursework, not an optional interest area.

- o That the parent involvement teacher training sequence address specific knowledge bases related to each specific type of parent involvement. For example: regarding the involvement of parents as home tutors, teachers should be taught the differences between teaching children and teaching their adult parents.

- o That once prospective teachers are motivated to learn about parent involvement and have mastered the relevant knowledge areas for each model of parent involvement, they be given the opportunity to learn and practice the skills necessary in applying that knowledge with parents.

- o That preservice training programs need to focus on the attitudes, knowledge, and skills that relate to the most traditional parent involvement roles since these roles are most widely accepted in the schools and they are most congruent with the needs of beginning elementary school teachers.

- o Inservice training also must begin with a developmental framework for teachers to look at the various models of parent involvement. The results of our surveys indicate that most teachers, administrators, and parents support the role of parents as audience, but here are also significant numbers in each group favoring the models in which parents and school staff function as partners in the educational process. Therefore, involving parents as audience is a good first step, but in a given district the relationship between parents and the school may already be much more developed.

- o Inservice training also has to focus on teachers' attitudes and their motivations to begin working with parents. Once this is established, training should move on to knowledge and then to actually developing requisite skills. This sequence of training suggests that inservice training for parent involvement will probably consist of a series of workshops rather than a one-day, one-time workshop.

2. For Improving Parent Involvement in Schools:

- o Principals and other administrators must be included in parent involvement training as they often set the rules and norms in the schools. If they are not aware of the benefits of parent involvement, or not skilled in working with parents, they may set norms for teachers that discourage them from using the skills or knowledge they have acquired.

- o In order to encourage staff at all levels in school districts to develop better relations with parents, formal district policies need to be written that clearly spell out the commitment to parent involvement. Responses from superintendents' and school

board presidents' surveys indicate that existence of formal written policies encouraging parent involvement is directly related to increased levels of a variety of parent involvement activities in schools.

- o In designing school district parent involvement programs, the various types of parent involvement must be viewed as a developmental sequence, from the teachers' and the parents' point of view. Increasing parent involvement in the role of audience requires comparatively less effort and skill on the part of both teachers and parents than would parent involvement as home tutors. Therefore, interests, skill levels, and estimates of available time, especially with respect to parents, must be considered when deciding which types of parent involvement are to be the focus of program efforts.

- o School district and building or classroom parent involvement efforts need to establish their program activities based on the premise that parents are as equally important to children's academic success as educators, which will require providing parents with more of a say in all educational matters.

3. For Building Family Strengths:

   - o To strengthen the capacity of families to establish an appropriate learning environment, provide an appropriate range of learning materials, provide useful learning experiences, influence educational efforts at school, and support/reinforce school learning, parents need to be fully involved at all levels of the educational system.

   - o To strengthen the capacity of families as partners with school staff in the education of children, parents will need more information, more opportunities to share insights/concerns, and more training for roles they can or wish to play.

   - o To strengthen the capacity of families in either arranging for or caring for needs of its members, parents need opportunities through parent involvement to interact with, be informed about, referred to, and instructed to deal with those agencies, organizations, networks,and resources that they can access in the larger community.

Need for Present Work

Results from PIEPs surveys clearly indicated a need for training preservice (undergraduate) and inservice elementary teachers in the area of parent involvement. A previous review of the literature revealed that no teacher training materials existed that were research based, systematized theoretically, logically sequenced, and accompanied by specific methods of teaching parent involvement to teachers. Few of these kinds of materials were available to teacher trainers on a widespread basis and not many of those were research/theory based and developed from the perspectives of key parent-involvement stakeholder groups.

A decision was made by Project staff not to develop materials that were completely prepared and ready for use as courses, modules, or programs for parent-involvement teacher training. Rather, it was agreed that a set of research-based guidelines and strategies for parent involvement teacher training would be more practical. As such, these would provide a theoretical/research framework for materials that allows teacher trainers to utilize their flexibility in developing the more viable approaches to parent-involvement teacher training.

With the guidelines and strategies, the variety of parent involvement teacher training materials that are available to teacher trainers could be more sytematically organized, grouped, and utilized. They would also enable teacher educators to determine how much depth their parent involvement training effort would have in their coursework, workshops, seminars, etc. This kind of flexibility is important to teacher educators, especially when the amount of time available for parent involvement instruction will vary.

The guidelines and strategies focus on parent involvement in children's education at home as well as at school and on parent involvement in various aspects of school governance based upon PIEP's research findings. This research also suggests that these guidelines and strategies provide specific information about the things teachers need to know, feel, understand and do regarding the involvement of parents in children's education.

Results from the survey of teacher educators indicated that they have available few materials that provide the broad theoretical frameworks for developing parent involvement teacher training activities nor do they have a comprehensive set of related strategies to implement the activities. Thus, Project staff saw a need to develop a set of research-based guidelines and strategies for training preservie as well as inservice elementary teachers in the area of parent involvement at home and school. Further, staff surmized that this information needs to be shared with teacher educators, staff development/inservice specialists (state and local), parent involvement program staff, and other stakeholder groups in the SEDL region. As a result, this year of project work centered around responding to these needs.

Goals and Objectives:

The Parent Involvement in Education Project had two major goals.

A. To utilize the parent involvement survey results and selected parent involvement experts in developing guidelines which can be used for (1) training educators to enlist the participation of parent in home learning to improve children's academic achievement, (2) training educators for increasing the participation of parents and other citizens as volunteers who supplement school resources, and (3) training educators for involving parents in the governance of schools.

B. To utilize the parent involvement survey results and selected experts in developing guidelines for LEA and other educational

agencies/organizations in implementing school programs aimed at (1) involving parents in home learning, (2) involving parents and other citizens in school support efforts, and (3) involving parents in policy and administrative school decisions.

Ten specific objectives were outlined to accomplish the two major goals. The objectives were:

(1) To review and synthesize the literature regarding strategies for training educators both at the preservice and inservice level.

(2) To identify experts at the local, state and higher education levels in the region with experience in parent involvement.

(3) To ask these experts for their suggestions and recommendations about training educators and implementing school programs regarding parent involvement.

(4) To synthesize information from current literature and from experts to prepare a state-of-the-art summary on training educators for parent involvement and on developing more effective parent involvement programs in schools.

(5) To develop a set of guidelines, strategies and materials for training educators in parent involvement.

(6) To conduct an assessment of the parent involvement guidelines, strategies and materials developed for use by LEAs, IEAs, SEAs, and IHEs.

(7) To refine the prototype parent involvement guidelines, strategies, and materials.

(8) To disseminate the parent involvement information to LEAs, IEAs, SEAs, and IHEs and establish the mechanisms for providing technical assistance/training to these agencies if needed.

(9) To prepare a final report and executive summary describing project activities and outcomes for dissemination.

(10) to submit final report and disseminate executive summaries to the appropriate agencies, organizations, and institutions.

Development of Guidelines and Strategies

The guidelines and strategies were developed by a comprehensive process that utilized the recommendations from previous surveys of the key stakeholders in parent involvement, a thorough review of the literature, surveys of experts and college/university faculty regarding what teachers training about parent involvement should include, and an assessment of a draft version of the guidelines and strategies by experts, and IHE faculty,

representatives from LEAs, IEAs, SEAs, and parent-teacher association leaders. More information of the specific procedures used in the development of the guidelines and strategies can be found in the Parent Involvement in Education Project's 1984 Executive Summary and 1984 Annual Report.

The guidelines and strategies were divided into two parts. The two parts are:

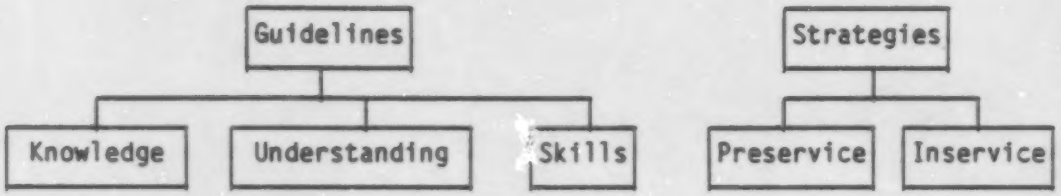
A. Strategies for Training Teachers about Parent Involvement in Children's Learning.

B. Strategies for Training Teachers about Parent Involvement in Shared Educational Decision-Making.

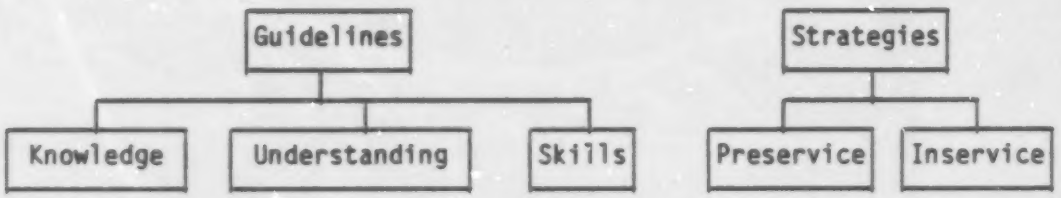
Each of the two parts is again subdivided into parts as indicated by Figure 1.

Figure 1

A. GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN CHILDREN'S LEARNING.

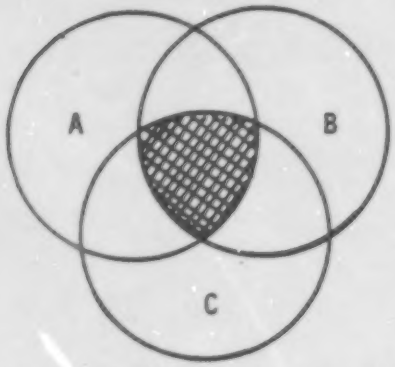


B. GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING.



After considerable input, assessment, and revision, the guidelines and strategies represent a synthesis of the five surveys of the previous four years, the literature review, and the surveys of experts and college/university faculty regarding teacher training in parent involvement. Three essential components of the ideal teacher training program in the area of parent involvement were identified. These are: the personal framework, the practical framework, and the conceptual framework. An overlapping of these three components represents the ideal teacher training program in the area of parent involvement. Figure 2 illustrates this in more detail.

THREE ESSENTIAL COMPONENTS OF THE IDEAL
TEACHER TRAINING PROGRAM IN
THE AREA OF PARENT INVOLVEMENT



Note: In the figure above, the shaded area represents the ideal teacher training program in the area of parent involvement. The ideal teacher training program contains part of all three frameworks: personal, practical, and conceptual.

A. Personal Framework
Knowledge, understanding, skills
- self
- schools
- parent
- community

B. Practical Framework
Knowledge, understanding, skills
- program
- effective methods
- interpersonal communication
- limitations

C. Conceptual Framework
Knowledge, understanding, skills
- history
- theory
- research
- developmental nature

Figure 2

Assumptions

Four assumptions are essential to the development of the guidelines and strategies. These assumptions reflect the basic philosophy of the Parent Involvement in Education Project. The assumptions are:

1. Parents are important in the education of children and youth. Parent involvement in a child's education is a major factor for improving school effectiveness, the quality of education, and a child's academic success. Family participation relates to the eventual success of learners because it helps reinforce school learning, allows learners to relate home/community experiences to school activities, and enables education to tap a rich potential of resources and experience bases for its learning program. Parents should be partners in the educational process.

2. The attitudes of teachers and educators are critical to the development of effective parent involvement programs and activities. It is not enough to have knowledge and skills about parent involvement; understanding is also important.

3. Parent involvement is a developmental process that must evolve over time. The traditional activities of audience or school program supporter are at the beginning of the continuum and shared decision-making is at the other end of the continuum.

4. The guidelines and strategies are intended as an ideal program outline for training teachers about parent involvement. They are intended as a heuristic, or starting point, to be modified on the basis of individual student, teacher, school, or school district needs.

Definitions

For clarity, the following operational definitions are provided:

1. Parent Involvement - any of a variety of activities that allow parents to participate in the educational process at home or in school, such as information exchange, decision sharing, volunteer services for schools, home tutoring/teaching, and child/school advocacy.

2. Guideline - a key indication of either some knowledge, understanding, or skill needed by teachers to involve parents more effectively in education.

3. Strategy - a method or approach to training teachers in the successful acquisition of certain parent involvement knowledge, understanding, or skill.

4. Knowledge - information, facts, principles, theories, or models, etc., concerning parent involvement in education that teachers need to be acquainted or familiar with.

5. Understanding - personal interpretations based upon comprehension, awareness, or cognition of relationships among various variables or factors by teachers that are needed as part of their preparation for involving parents in education.

6. Skills - the abilities, competencies, techniques, expertise that teachers need to develop as preparation for involving parents in education.

7. Preservice Training - training for students in teacher training programs, training for prospective teachers.

8. Inservice Training - training for teachers employed in schools.

9. Stakeholders - those persons most likely to be involved in parent involvement efforts (e.g., parents, teachers, principals, school board members, superintendents).

10. Home Tutor Role - parents helping their own children at home with educational activities or school assignments.

11. Audience Role - parents receiving information about their child's progress or about the school. Parents may be asked to come to the school for special events (e.g., school play, special program, etc.).

12. School Program Supporter Role - parents involved in activities in which they lend support to the school's program and take an active part (e.g., classroom volunteers, chaperones for trips, collect funds, etc.).

13. Co-Learner Role - parents involved in workshops where they and school staff learn about child development or other topics related to education.

14. Paid School Staff Role - parents are employed in the school as part of the school's paid staff (e.g., classroom aides, assistant teachers, parent educators, etc.).

15. Advocate Role - parents serve as activists or spokesperson on issues regarding school policies, services for their own child, or community concerns related to the schools.

16. Decision-Maker Role - parents involved as co-equals with school staff in either educational decisions or decisions relating to governance of the school.

17. SEA Officials - persons in state education agencies identified as having program responsibility related to some aspect of parent involvement (e.g., director of federal programs, etc.).

18. LEA Officials - persons in local school districts identified as having program responsibility for some aspect of parent involvement training (e.g. inservice education directors).

19. IEA - persons in intermediate education agencies (e.g. regional service center staff) identified as having program responsibility related to some aspect of parent involvement.

20. IHE Officials - person in institutions of higher education identified as having program responsibility in some aspect of parent involvement training (e.g., chairperson of elementary educaiton department).

21. Children's Learning - the acts or processes by which children acquire knowledge or skill at home or at school.

22. Shared Educational Decision-Making - the act of parents and school staff involved as co-equals in either educational decisions or decisions relating to governance of the school.

The Guidelines and Strategies

Project staff developed the ideas generated by the previous research, literature review, and need-sensing into short paragraphs about each knowledge, understanding, and skill area. The strategies for both preservice and inservice teachers were also further developed. The guidelines and strategies were arranged horizontally so that for each knowledge area, the reader could find the accompanying understanding, skills, preservice and inservice strategy.

The word "teacher" is used in the guidelines to include both preservice and inservice teachers with the understanding that some inservice teachers without previous training in parent involvement may need the same training as preservice teachers and that other inservice teachers may only need selected training or reviews of the training recommended for preservice teachers. The guidelines and strategies need to be adapted according to the individual strengths, needs, and concerns of teachers and local school districts. The guidelines and strategies are as follows:

GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

GUIDELINES		
Knowledge	**Understanding**	**Skills**
A. Personal Framework	A. Personal Framework	A. Personal Framework
o Teachers need to know about what their own attitudes, beliefs, and values are with respect to parent involvement. Such information provides teachers with a basis for determining how relevant and effective their own approaches will be toward planning, developing, and implementing parent involvement efforts to support children's learning.	o Teachers need to appreciate the likenesses and differences when compared to others of their own attitudes, beliefs, and values regarding parent involvement. Being aware of this will help teachers choose appropriate parent involvement activities that are viable for their psychosocial makeup, the school environment and the parents with whom they work.	o Teachers need to be able to objectively identify and examine their own values, attitudes, and capabilities for parent involvement that support children's learning. Teachers must be able to utilize this knowledge about themselves in developing their parent involvement program or activities which support children's learning.
o Teachers need to know about the features of a school and school district. Knowing about a school's as well as a school district's characteristics is important because it helps teachers focus parent involvement efforts toward the uniqueness of a school.	o Teachers need to be sensitive to a school's as well as a school district's environment in order to develop appropriate program plans or activities for a school.	o Teachers need to be able to identify and recognize the unique features of a school as well as a school district. Teachers need to be able to obtain facts about a school's as well as a district's history, leadership, organization, climate and other features and then be able to incorporate these characteristics into a viable plan of parent involvement efefforts to support children's learning.
o Teachers need to know about the importance of individual interests, strengths, needs, and characteristics of parents as a child's first teacher. Familiarity with the diversity of education, family structures, work experiences, socio-economic levels, and cultures will aid teachers in developing more effective programs or activities for parent involvement that support children's learning.	o Teachers need to comprehend the complexities involved in working with diverse groups of parents within a community. Parents bring with them varied backgrounds of beliefs, values, attitudes, interests, concerns, resources, and experiences that will directly affect how and when these parents will participate in programs to support their children's learning.	o Teachers must be able to assess the interests, strengths, needs and characteristics of parents. Teachers also must be able to accurately apply this information about parents to appropriate ways of developing parent involvement which supports children's learning. Skills in adult learning are critical aspects of parent involvement efforts to support children's learning.
o Teachers need to know about the individual	o Teachers need to be sensitive to the	o Teachers need to be able to identify dif-

GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

GUIDELINES		
Knowledge	**Understanding**	**Skills**
A. Personal Framework (continued)	A. Personal Framework (continued)	A. Personal Framework (continued)
uniquenesses of school communities. Knowledge about the uniqueness of a community will help teachers focus on parent involvement efforts to support children's learning which are most relevant to the school community's needs and practices.	differences between and within communities. Teachers need to understand both the importance of building a program from where the community is and how community differences relate to differences in approaches to parent involvement programs which support children's learning.	ferences between and within communities. Teachers also need skills to appropriately utilize these perceptions in planning parent involvement programs or activities to support children's learning. Human relations skills are particularly important for working with people from diverse backgrounds.
B. Practical Framework	B. Practical Framework	B. Practical Framework
o Teachers need to know about various models of parent involvement to support children's learning including both voluntary and legally mandated programs. An overview of these major models will provide teachers with a broader perspective concerning parent involvement to support children's learning.	o Teachers need to appreciate the specific ways in which various models (both voluntary and legally mandated) of parent involvement work to support children's learning. The complexities involved in different models will help teachers realize the importance of considering a wide variety of approaches for supporting children's learning through parent involvement.	o Teachers need skills in identifying, accessing, and evaluating specific models of parent involvement to support children's learning, particularly in their school, district, state, or region. Teachers must be able to utilize and/or adapt the successful parts of other models in developing their own parent involvement program or activities.
o Teachers need to know about a wide variety of effective methods for involving parents in children's learning. An overview of the many effective methods will help teachers develop their own program or activities for parent involvement in children's learning.	o Teachers need to understand the appropriateness of specific methods for involving parents in efforts to support children's learning. An appreciation of a variety of methods for developing parent involvement to support children's learning will help teachers determine which methods best match the needs of their program or activities.	o Teachers need skills in identifying, accessing, and critiquing methods of parent involvement to support children's learning. Some specific skills teachers need are in the areas of communication (both oral and written), conferencing with parents, problem solving with parents, working with parents on instructional activities, home visits, and leading small and large group discussion with parents.

GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

GUIDELINES		
Knowledge	**Understanding**	**Skills**
B. Practical Framework (continued)	B. Practical Framework (continued)	B. Practical Framework (continued)
o Teachers need to know about interpersonal communication and human relations. Teachers need to know how to communicate effectively with people in both positive and negative situations.	o Teachers need to understand how their interpersonal communication and relationships with people affect the development of their parent involvement program or activities.	o Teachers must be able to effectively communicate with people in a wide variety of both positive and negative situations. Teachers must be able to handle apathy, consensus, and conflict resolution.
o Teachers need to know about potential problems in developing parent involvement programs to support children's learning. Knowing about potential limitations and areas of conflict will provide teachers with a framework to deal with such constraints in their program or activities.	o Teachers need to understand how some of the potential problems such as time, cost, attitudes, support and special interest groups affect parent involvement programs or activities to support children's learning. Teachers should be aware of these limitations as they establish the goals and objectives for parent involvement programs and activites which support children's learning.	o Teachers must be able to work within the limitations of parent involvement to support children's learning and develop approaches to overcome the potential problems such as time, cost, attitudes, support and special interest groups.
C. Conceptual Framework	C. Conceptual Framework	C. Conceptual Framework
o Teachers need to know about theories regarding parent involvement's impact on children's learning. Theories of parent involvement will provide teachers with a conceptual framework for working with parents to improve children's learning.	o Teachers need to comprehend how the increasing complexity of societal-educational issues affects the ways in which parent involvement in children's learning is conceptualized. Teachers need to understand which theories are most appropriate for the development of their parent involvement program or activities.	o Teachers must be able to identify and analyze a variety of theories concerning the importance of parent involvement in children's learning. Teachers must be able to utilize various theories in establishing the framework (goals, objectives, activities) for their parent involvement efforts which support children's learning both at home and at school.

GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

GUIDELINES		
Knowledge	**Understanding**	**Skills**
C. Conceptual Framework (continued)	C. Conceptual Framework (continued)	C. Conceptual Framework (continued)
o Teachers need to know about the history of parent involvement with respect to its support of children's learning. The history of parent involvement will help teachers focus attention on growth and development of parent involvement to support children's learning.	o Teachers need to appreciate the benefits that can be gained in viewing parent involvement from its early stages to the current complex aspects regarding children's learning. Understanding the history of parent involvement in regard to children's learning will help teachers better plan for the present and the future.	o Teachers must be able to recognize and relate aspects of the historical development of parent involvement to their present program. Teachers must be able to apply a historical perspective of parent involvement to the development of their current and future plans.
o Teachers need to know about research studies and outcomes in the area of parent involvement to support children's learning. Such research findings will help teachers establish and/or confirm the benefits of parent involvement in children's learning.	o Teachers need an appreciation of the specific relationships of research findings to their particular parent involvement program or activities. Understanding the implications of research will help teachers better define and develop their own appraoches to parent involvement in children's learning.	o Teachers must be able to access and critique the important research studies about parent involvement to support children's learning. Teachers must be able to incorporate research findings into their development of parent involvement efforts which support children's learning.
o Teachers need to know about the developmental nature of parent involvement efforts which support children's learning. Teachers need to recognize that parent involvement programs or activities are evolving processes which take time and occur at various levels of intensity.	o Teachers need an awareness of the developmental nature of parent involvement as it specifically relates to their program. A sensitivity to time and growth factors will help teachers set realistic goals for parent involvement to support children's learning.	o Teachers must be able to envision how the small steps are part of a larger whole in the development of parent involvement activities/programs to support children's learning.

GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

STRATEGIES	
Preservice Training	**Inservice Training**
A. Personal Framework	A. Personal Framework
o Students need to assess their own individual attitudes, beliefs, and values with respect to parent involvement to support children's learning. Students need to share results of insights from these assessments in group discussions or individually with instructors as a means of examining their own likenesses and differences regarding parent involvement to support children's learning.	o Teachers need to participate in both individual and group activities that help them assess their own attitudes, beliefs, values, and capabilities regarding parent involvement to support children's learning.
o Students need to practice obtaining facts about a school/school district's history, leadership, organization, climate, and other features. Students need experiences in using these unique characteristics of schools in developing sample parent involvement programs and activities or working with case studies.	o Teachers need to meet with other teachers, the principal, and school district administrators to discuss how their school/school's district's characteristics relate to the goals, objectives, and activities that teachers use in developing parent involvement efforts that support children's learning.
o Students need to have experiences with parents from diverse family structures, educational backgrounds, interests, work experiences, time availability, socio-economic levels, and cultures. Students need to attend PTA meetings and observe teachers making home visits, confer with parents from diverse backgrounds, and help train parents for involvement in their children's learning.	o Teachers need to hold conferences with individual parents at home and/or at school about what their needs, concerns, strengths, and interests are regarding parent involvement that supports children's learning. Teachers need to attend courses or workshops in adult learning to gain experience in helping parents from diverse backgrounds become more involved in their children's learning.
o Students need to participate in a range of activities within different school communities. Students need to observe how teachers work with parents in different school communities and to note the differences and similarities between or among school communities.	o Teachers need to take an active role in PTA meetings and attend neighborhood association meetings. Teachers need to observe various parent involvement programs and activities in different school communities within their local area.

GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

STRATEGIES	
Preservice Training	**Inservice Training**
B. Practical Framework	B. Practical Framework
o Students need to read the literature, talk to experts, and consult with teachers about the variety of parent involvement models that support children's learning. Students need to obtain information about and evaluate the strengths and weaknesses of several major voluntary and legally mandated models, particularly those models that are being used in their local area. Examples might include the PTA, Head Start, Follow Through, and Title One/Chapter One.	o Teachers need to observe a variety of parent involvement models (both voluntary and legally mandated) in operation. Teachers need to visit and observe successful programs and activities in parent involvement that support children's learning. Meetings with program staff after such visits and observations would be helpful for teachers as they attempt to design efforts which utilize and/or adapt the best parts of other models for their own parent involvement program or activities.
o Students need to read about and observe the use of several effective methods for developing parent involvement efforts to support children's learning. Students need opportunities to observe and practice effective interactions with parents, conference with parents, problem-solve with parents, make home visits to parents, and lead small and large group discussions with parents.	o Teachers need to keep abreast of new ideas about effective methods of parent involvement to support children's learning. Teachers need access to literature and materials as well as need opportunities to discuss then analyze these new ideas with other teachers involved in parent programs/activities that support children's learning.
o Students need to practice effective oral and written communication skills and role-play specific examples of both positive and negative interaction. Students need to learn how to handle apathy, consensus, and conflict situations.	o Teachers need to discuss and practice their communication skills. Specific training in handling apathy, consensus, and conflict should be provided.
o Students need to be informed about as well as observe some of the limitations and areas of conflict in parent involvement programs and activities to support children's learning. Students need to disucss possible solutons and ways of decreasing such problems and conflict areas in parent involvement through roleplays, case studies, or actual experience.	o Teachers need to identify, assess and develop plans that help alleviate problems and constraints with parent involvement efforts. Teachers need to hold joint meetings with parents to consider limitations and possible ways to decrease or resolve these problems regarding parent involvement which supports children's learning.

GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

STRATEGIES	
Preservice Training	**Inservice Training**
C. Conceptual Framework	C. Conceptual Framework
o Students need to conduct reviews of the theoretical literature regarding parent involvement to support children's learning. Students need practice identifying/critiquing ideas and considering how various theories relate to the goals and objectives of parent involvement efforts that support children's learning.	o Teachers need to read current parent involvement literature and keep abreast of new theories and ideas about parent involvement that support children's learning. Teachers need to attend workshops and courses which deal with theories about the development of parent involvement that support children's learning.
o Students need to examine the early attempts and at parent involvement involvement. Students need to read and critique historical literature and to talk with experienced professionals who have developed parent involvement programs. Students need experience applying a historical perspective to developing parent involvement programs and activities.	o Teachers need to discuss the implications of past parent involvement efforts and how these relate to their current or future plans. Teachers need access to literature and materials about past parent involvement programs/activities to support children's learning as well as experiences in selecting/applying aspects of these to their own parent involvement efforts.
o Students need to identify, obtain and critique important research studies about parent involvement to that supports children's learing. Students need to practice incorporating research studies into the development of parent involvement programs and activities by designing hypothetical parent involvement plans.	Teachers need to hear about current research efforts/findings in parent involvement to support children's learning. Teachers also need to participate in workshops and seminars led by parent involvement experts in order to relate their own programs and activities to current research outcomes.
o Students need to observe and participate in parent involvement programs in different stages of development. Students need experiences in setting appropriate goals for programs at various levels of development, carrying out the goals, and evaluating goal accomplishment.	o Teachers need to visit and observe parent involvement programs and activities at different stages of development. Teachers need to be trained in time management, goal setting, implementation, evaluation and revision of parent involvement efforts.

GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

GUIDELINES		
Knowledge	**Understanding**	**Skills**
A. Personal Framework	A. Personal Framework	A. Personal Framework
o Teachers need to know their own beliefs, attitudes, values and capabilities regarding the involvement of parents in educational decision-making. Such knowledge will provide teachers with a foundation for developing their own programs or activities of parent involvement in shared educational decision-making.	o Teachers need to be aware of and appreciate their own uniqueness regarding parent involvement in educational decision-making. This will enable teachers to better conceptualize and then develop appropriate activities for parent involvement in educational decision-making which best fit their styles and situations.	o Teachers must be able to objectively identify and examine their own values, attitudes, and capabilities regarding parent involvement in shared decision-making. Teachers must be able to utilize the knowledge about themselves in developing objective parent involvement programs or activities that included shared educational decision-making.
o Teachers need to know about the individual traits of their school districts. Knowing about school/school district characteristics is important data in helping determine what the focus of teachers' efforts to involve parents in shared decision-making could include.	o Teachers need to be sensitive to the individuality of a school district in order to better select and then conceptualize a plan for parent involvement in shared decision-making that is relevant to the school/school district's uniqueness.	o Teachers must be able to acquire, analyze, and use information about a school district's unique features. This includes being able to determine a school/school district's history, leadership, organization, and other features and then incorporating these characteristics into a plan for parent involvement in shared decision-making.
o Teachers need to know about the importance of individual interests, strengths, needs and characteristics of parents in a school. Familiarity with the diversity of family structures, education, work experiences, time availability, socio-economic levels, and cultures will provide teachers with important data for developing shared decision-making programs/activities.	o Teachers need to comprehend the complexities involved in working with diverse groups of parents within a school. Parents bring with them varied backgrounds of beliefs, values, attitudes, and experiences that will directly affect the extent to which parents can and will participate in shared decision-making.	Teachers must be able to assess the interests, strengths, needs, concerns and characteristics of parents in a school. Teachers also must be able to accurately apply this information to developing appropriate methods of involving parents in shared decision-making.
o Teachers need to know about the uniqueness of the school community. Knowledge about	o Teachers need to be sensitive to the differences between and within a school's	o Teachers must be able to identify likenesses and differences between and within

GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

GUIDELINES		
Knowledge	Understanding	Skills
A. Personal Framework (continued)	A. Personal Framework (continued)	A. Personal Framework (continued)
the uniqueness of a community will enable teachers to better focus on how to work with the specific parent populations regarding their involvement effort in shared decision-making.	community. Teachers need to understand both the importance of building a program from where the community is and how these differences in communities relate to differences in approaches to parent involvement in shared decision-making	a school's community. Teachers must be able to appropriately utilize this information in planning relevant parent involvement programs or activities in shared decision-making.
B. Practical Framework	B. Practical Framework	B. Practical Framework
o Teachers need to know the perspectives of experts and practitioners regarding a variety of models for involving parents in shared decision-making. Teachers need to know about both voluntary and legally mandated programs which have shared decision-making with parents as a component.	o Teachers need to understand the many ways in which various models can involve parents in shared decision-making. These include helping make decisions regarding school/classroom instruction, discipline, budget, environment, district boundaries, and more. Incorporating the ideas of such program models will help teachers develop more of an awareness regarding the complexities associated with involving parents in shared decision-making.	o Teachers need to be able to adapt various models (both voluntary and legally mandated) of shared decision-making to their current involvement efforts. They need to be able to identify, access, evaluate, and effectively use resources and materials dealing with shared decision-making, particularly in their school, state, district, or region.
o Teachers need to know about the variety of effective methods for developing parent involvement in shared decision-making efforts. Such knowledge will enable teachers to develop a wider range of involvement opportunities for parents regarding shared decision-making.	o Teachers need to understand the appropriateness of specific parent involvement methods relating to shared decision-making. An awareness and appreciation of these methods will help teachers better determine the levels of participation which best match the interests/characteristics of parents regarding	o Teachers must be able to identify, locate, and critique various methods of volving parents in shared decision-making. Some specific skills teachers must have are effective communication (both oral and written), working with parent groups, using team approach to decision-making, facilitating the

GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

GUIDELINES		
Knowledge	Understanding	Skills
B. Practical Framework (continued)	B. Practical Framework (continued)	B. Practical Framework (continued)
	shared decision-making in their programs activities.	decision-making process, planning, identifying goals and priorities, and working within budgets.
o Teachers need to know about interpersonal communication and human relations. Teachers need to know how to communicate effectively with a variety of people in a variety of decision-making situations.	o Teachers need to understand how their interpersonal communication and relationships affect the development of their parent involvement in shared decision-making efforts.	o Teachers must be able to effectively communicate in a wide variety of both positive and negative situations. Teachers need to have effective communication skills (both oral and written) in working with individuals, small groups, and large groups regarding shared decision-making.
o Teachers need to know about possible problems and limitations associated with developing parent involvement programs in shared decision-making. Knowing the limitations will provide teachers with a framework to deal with specific constraints of their program.	o Teachers need to be cognizant of how some of the specific problems such as time, cost, attitudes, support, and special interest groups will affect parent involvement programs in shared decision-making. Teachers need to relate this information to the process of setting the goals and objectives for parent involvement in shared decision-making.	o Teachers must be able to work within the limitations of parent involvement in shared decision-making and develop plans which appropriately overcome some of the problems such as time, cost, attitudes, support, and special interest groups.
C. Conceptual Framework	C. Conceptual Framework	C. Conceptual Framework
o Teachers need to know about various theories concerning parent involvement in shared decision-making. These theories will help provide teachers with a conceptual framework for developing shared decision-making	o Teachers must appreciate the increased complexity of both social and educational systems and how this complexity relates to the concept of parent involvement in shared decision-making. Teachers	o Teachers must be able to identify, analyze and summarize the relevance of theories regarding parent involvement in shared decision-making. Teachers must be able to use the appropriate

GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

GUIDELINES		
Knowledge	Understanding	Skills
C. Conceptual Framework (continued)	C. Conceptual Framework (continued)	C. Conceptual Framework (continued)
efforts in classrooms and schools with parents.	should comprehend the relevance of various theories to the development of shared decision-making approaches in their parent involvement programs/activities.	theories or parts thereof regarding parent involvement in shared decision-making in determining the framework of goals, objectives and activities.
o Teachers need to know the historical background of parent involvement in shared decision-making. This history will help teachers focus on the importance of parents' rights and responsibilities regarding participation in educational decision-making.	o Teachers need to realize the specific benefits that parent involvement in shared decision-making has had in the past. Understanding the past events will help teachers relate the effect of shared decision-making for conceptualizing and developing parent involvment program or activities.	o Teachers must be able to examine the early attempts and consequences of parent involvement in shared decision-making. Teachers need to be able to associate the historical relevance and emergence of parent involvement in shared decision-making with the development of the current parent involvement program or activities.
o Teachers need to know what the research says concerning parent involvement in shared decision-making. Such research findings will provide information to teachers' efforts in establishing and/or confirming the benefits of parent involvement in shared decision-making.	o Teachers must have a broad appreciation of the relationships that research findings have to the conceptualization and development of parent involvement programs or activities with shared decision-making as a major component. A broad understanding of research implications will help teachers better develop more viable programmatic approaches to parent involvement in shared decision-making.	o Teachers must be able to identify, locate, and critique the important research studies concerning parent involvement in shared decision-making. Teachers need to be able to use these findings and implications in developing their own parent involvement programs or activities for shared decision-making.
o Teachers need to know that parent involvement in shared decision-making is an evolving, developmental process. It takes time for parent involvement program/activities in shared decision-making to grow and become effective.	o Teachers need an awareness of the developmental nature of parent involvement especially as it specifically relates to their programs or activities. A sensitivity to time and growth factors will help enable teachers to set realistic goals	o Teachers must be able to effectively use and manage the time needed to develop and implement programs/activities for parent involvement in shared decision-making. Teachers must be able to to envision how initial low levels of

GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

GUIDELINES		
Knowledge	Understanding	Skills
C. Conceptual Framework (continued)	C. Conceptual Framework (continued) for efforts concerning parent involvement in shared decision-making.	B. Conceptual Framework (continued) parent involvement are part of a larger whole in developing effective parent involvement in shared decision-making efforts.

GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

STRATEGIES	
Preservice Training	**Inservice Training**
A. Personal Framework	A. Personal Framework
o Students need to assess their own beliefs, attitudes, and values about parent involvement in shared decision-making. Students need to examine themselves individually and then share their understandings with small groups of students and teachers to see how their unique characteristics relate to the type of parent involvement plans for shared decision-making that they might develop.	o Teachers need opportunities to examine their own attitudes, beliefs, values, and capabilities about parent involvement in shared decision-making. Teachers need to discuss their unique characteristics and how these individual traits relate to various programs and activities regarding shared decision-making.
o Students need to obtain information about a school district's history, leadership, organization, climate, and characteristics. Students need to incorporate these facts into plans for developing parent involvement programs in shared decision-making. Students need to observe the differences among and between various kinds of school districts and the different kinds of programs and activities that each has in operation.	o Teachers need to have meetings with other faculty, administrators, and parents in their own school district to discuss and plan how to incorporate the unique features of their school district with parent involvement in shared decision-making activities. Teachers, administrators, and parents need to visit other school districts to see how different types of parent involvement in shared decision-making programs and activities are developed based on unique local characteristics.
o Students need to attend PTA meetings, shared decision-making meetings, and conferences with parents from diverse educational backgrounds, family structures, interests, work experiences, time availability, socio-economic levels, and cultures. Students need to observe teachers interacting with many parents in a variety of situations, and to practice working with parents through role-plays or actual experiences.	o Teachers need to hold meetings and workshops with parents to conceptualize then develop plans for shared decision-making. Teachers and parents need to visit and observe other parent involvement programs and activities in shared decision-making to see what possible adaptations could be utilized in efforts working with parents from diverse backgrounds.
o Students need to visit and participate in a range of parent involvement activities and programs in several different school communities. Students need to discuss how the differences in school communities relate to differences in parent involvement	o Teachers need to interact with neighborhood associations and participate with parent activities in a variety of school communities. Teachers need to observe how different communities develop parent involvement in shared decision-making programs and

GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

STRATEGIES	
Preservice Training	**Inservice Training**
A. Personal Framework (continued) programs and activities in shared decision-making.	A. Personal Framework (continued) activities.
B. Practical Framework o Students need to interact with experts and professionals about the variety of effective models for parent involvement in shared decision-making. Students need to read the literature, identify, then discuss the advantages and disadvantages of both voluntary and legally mandated parent involvement decision-making models. o Students need to obtain information about a wide variety of effective methods for parent involvement in shared decision-making. Students need to read about these methods and analyze their appropriateness for parent involvement in shared decision-making efforts through case studies. Students need to talk with experts and observe practitioners working with parent groups, building teams, making decisions, planning, managing time, identifying goals and priorities, and working within budgets. o Students need to practice effective communication skills through roleplay or actual experience. Students need to observe cooperative conflict resolution. o Students need opportunities to witness first-hand some of the problems and constraints of parent involvement in shared decision-making. Students need to discuss and analyze various ways to lessen these limitations.	B. Practical Framework o Teachers need to obtain and critique information from the literature regarding the variety of parent involvement models for shared decision-making models. Teachers need to visit other programs and read the literature about shared decision-making with respect to parent involvement. o Teachers need to review and critique new methods of parent involvement in shared decision-making. Teachers need to participate in workshops and seminars with experts, parents, and their practitioners, and teachers need access to current literature about effective models of parent involvement in shared decision-making. o Teachers need to assess and practice their communication skills. Teachers need "refresher" training in handling apathy, consensus, and conflict. o Teachers need to identify then examine the limitations of parent involvement in shared decision-making. Teachers need to devise strategies to alleviate and overcome some of the problems and constraints of parent involvement in educational decision-making.

GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

STRATEGIES	
Preservice Training	**Inservice Training**
C. Conceptual Framework	C. Conceptual Framework
o Students need to read and synthesize the theoretical literature regarding parent involvement in shared decision-making. Students need opportunities to discuss with professionals how various theories relate to programs and activities in shared decision-making.	o Teachers need to participate in courses, workshops, and meetings where theories of parent involvement in shared decision-making are presented and critiqued. Teachers need access to current theoretical literature and opportunities to discuss with other teachers how theories of shared decision-making can be utilized in the development of their own parent involvement program and activities.
o Students need to find out about the history of parent involvement in shared decision-making both from the literature and from experienced professionals. Students need to discuss how early shared decision-making efforts have helped to influence current developments in parent involvement.	o Teachers need to review information about past programs and activities in shared decision-making. Teachers need opportunities to analyze the historical evolvement of parent involvement in shared decision-making and its possible relationship to their programs and activities.
o Students need to access and critique the major research studies about parent involvement in shared decision-making. Students need to utilize research findings in developing plans for parent involvement in shared decision-making.	o Teachers need to actively participate in analyzing research findings. Teachers need to read current research journals and books and to attend workshops and seminars where research implications of parent involvement in shared decision-making are presented and discussed.
o Students need to participate in a variety of parent involvement programs in shared decision-making when the programs are at different stages of growth and development. students need to observe how goals are set at different points in a program's evolvement, how goals are carried out, and how goals are evaluated.	o Teachers need to observe and visit parent involvement programs in shared decision-making at different points in their development. Teachers need training in developing realistic goals and time frames.

SELECTED RESOURCES AND REFERENCES

Organizations and Individuals

The following organizations and individuals may have information of interest to teacher educators, inservice directors, and parent involvement leaders.

Alliance on Illiteracy Program, 507 Fifth Avenue, Suite 1101, New York, NY 10017.

Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, DC 20016.

Center for Community Education, Robert Berridge, Texas A&M University, College Station, Texas 77843. Area Code (409) 845-2620.

Center for Community Education, William M. Hetrich, S. S. Box 9336, University of Southern Mississippi, Hattiesburg, Mississippi 39406. Area Code (601) 266-4578.

Center for Social Organization of Schools, Joyce L. Epstein, Project Director, The Johns Hopkins University, 3505 N. Charles Street, Baltimore, Maryland 21218.

Center for the Study of Parent Involvement, Daniel Safran, 2544 Etna Street, Berkeley, California 94704.

Children's Defense Fund, 1520 New Hampshire Avenue, N.W., Washington, DC 20036. Area Code (800) 424-9602.

Closer Look, P. O. Box 1492, Washington, DC 20003.

Community Education Center, H. F. Connelly, Oklahoma State University, 303 Gunderson Center, Stillwater, Oklahoma 74078. Area Code (405) 624-7246.

Co-Ordinating Council for Handicapped Children, 407 South Dearborn, Chicago, Illinois 60605.

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

ERIC Document Reproduction Services, P. O. Box 190, Arlington, Virginia 22210.

Family Matters Project, Christiann Dean, Cornell University, State Department of New York, Ithaca, New York 14853.

Alvin Granowsky, 4411 Gilbert #8, Dallas, Texas 75219.

Carl A. Grant, Professor of Education, University of Wisconsin, Madison, Wisconsin 53706.

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Project Head Start, ACYF/OHDS, P. O. Box 1182, Dept. of Health and Human Services, Washington, DC 20013.

High Scope Educational Research Foundation, 600 North River Street, Upsilante, Michigan 48197. Area Code (313) 485-2000.

The Home and School Institute, Trinity College, Washington, DC 20017. Area Code (202) 269-2371.

Office of Human Development Services, P.O. Box 1182, Washington, DC 20013. Area Code (202) 245-7110.

Institute for Responsive Education, 605 Commonwealth Avenue, Boston, Massachusetts 02215.

Roger Kroth, Professor, Department of Special Education, University of New Mexico, Albuquerque, New Mexico 87131.

Judy H. Lombana, Professor, Department of Counselor Education, University of North Florida, Jacksonville, Florida 32216

Migrant Education Service Center, 3000 Market Street, N.E., Suite 316, Salem, Oregon 97301.

National Association of Educators of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009. Area Code (800) 424-2460.

National Association for Retarded Children, 420 Lexington Avenue, New York, NY 10017.

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National Clearinghouse for Bilingual Education, 1300 Wilson Blvd., Suite B2-11, Rosslyn, Virginia 22209.

National Coalition of Title I/Chapter I Parents at the National Parent Center, 1314 14th Street, N.W., Suite 6, Washington, DC 20005.

National Community Education Association, William S. DeJong, 1201 16th Street, N.W., Suite 305, Washington, DC 20036.

National Council on Family Relations, 1219 University Avenue, S.E., Minneapolis, Minnesota 55414.

National Council of Organizations for Children and Youth, 1910 K Street, N.W., Room 404, Washington, DC 20006.

National Education Association, 1201 16th Street, N.W., Washington, DC 20036

National Head Start Association, Dr. Edward Wade, P. O. Box 39, Lancaster, South Carolina 59720.

National Partnership for Successful Schools, San Rafael, California.

National School Public Relations Association, 1801 N. Monroe Street, Arlington, Virginia 22209.

National School Volunteer Program, 300 North Washington Street, Alexandria, Virginia 22314.

National Urban League, Education Division, 55 East 52nd Street, New York, NY 10017.

The National PTA, 700 North Rush Street, Chicago, Illinois 60611 2571.

Parent Involvement Project, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160.

Parents Anonymous, 22330 Hawthorne Boulevard, Suite 208, Torrance, California 90505.

Parents as Resources, 464 Central Avenue, Northfield, Illinois 60093.

Public Education Association, 20 West 40th Street, New York, NY 10018. Area Code (212) 354-6100.

Right to Read Program, Washington, DC.

David Seeley, 66 Harvard Avenue, Staten Island, New York 10301.

Jacqueline Sowers, Sowers Associates, One Park Avenue, Hampton, NH 03842.

World Book/Childcraft. Project PATH (Parents and Teachers Helping), Merchandise Mart Plaza, Chicago, Illinois 60654. Area Code (312) 245-3433.

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Programs

At the time of writing, the following programs are examples of programs that encourage active parent involvement in education.

Calendar of Skills, Louisiana Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804.

Calendar of Skills-Learn to Learn, Division of Instruction, Duval County Public Schools, Jacksonville, Florida 32207.

Homework on Television, Bob Zienta, 1701 Prudential Drive, Jacksonville, Florida 32207.

New Orleans Parent-Child Development Center, 3300 Freret Street, New Orleans, Louisiana 70115.

Operation Fail Safe, Houston Independent School District, 3830 Richmond Avenue, Houston, Texas 77027. Area Code (713) 623-5011.

The Parent Center, Albuquerque Public Schools, 1700 Pennsylvania, N.E., Albuquerque, New Mexico 87110. Area Code (505) 292-0101.

The Parent Center, 1501 Maryland, Little Rock, Arkansas 72202. Area Code (501) 372-6890.

Parents as Reading Partners Programs, New York State Senate, Senator James H. Donovan.

Parents in Learning, Dallas Independent School District, 3700 Ross Avenue, Dallas, Texas 75204.

Edith Perry, Home School Coordinator, Title I, Jackson Public Schools, 1593 West Capitol Street, Jackson, Mississippi 39204.

Portage Project, Cooperative Education Service, Agency 12, 412 E. Slifer Street, Portage, Wisconsin 53901.

Ms. Nancy Torczon, Director, Program ADEPT, Orleans Parish Schools, McDonough Bldg. 16, 1815 St. Claude Avenue, New Orleans, Louisiana 70116.

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Audio-Visual Materials

The following audio-visual publishers have material related to parent involvement.

Individual and Family Development Survey, Inc., York Center for Human Development, 1201 South Queen Street, York, Pennsylvania 17403.

Lawren Productions, Inc., P. O. Box 666, Mendocino, California 95460.

National Committee for Citizens in Education, Wilde Lake Village Green, Suite 410, Columbia, Maryland 21044.

National Educational Association, 1201 16th Street, N.W., Washington, DC 20036.

National Educational Film Center, 4321 Sykesville Road, Linksburg, Maryland 21048.

National Public Radio, Options in Education transcripts, 2025 M Street, N.W., Washington, DC 20036.

National School Volunteer Program, Inc., 300 North Washington Street, Alexandria, Virginia 22314.

Parents' Magazine Films, Inc., 52 Vanderbilt Avenue, New York, NY 10017

Reading in the Family, State of North Carolina, North Carolina Department of Cultural Resources, Raleigh, North Carolina 27611.

Research Press Company, 2612 North Mathis, Champaign, Illinois 61820.

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Conferences and Symposiums

The following professional organizations may have annual conferences or symposiums that have sessions related to parent involvement. Consult individual organizations for detail.

American Association of Colleges for Teacher Education, One Dupont Circle, N.S., Suite 610, Washington, DC 20036. Area Code (202) 293-2450.

American Educational Research Association, 1230 17th Street, N.W., Washington, DC 20036. Area Code (202) 223-9495.

American Federation of Teachers, 11 Dupont Circle, N.W., Washington, DC 20036. Area Code (202) 797-4400.

Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, DC 20036. Area Code (202) 293-2450.

Association of Teacher Educators, 1900 Association Drive, Ste. A7E, Reston, Virginia 22091. Area Code (703) 620-3110.

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. Area Code (703) 620-3660.

Foundation for Children with Learning Disabilities, 99 Park Avenue, 6th Floor, New York, NY [illegible]. Area Code (212) 687-7211.

International Reading Association, P. O. Box 8139, 800 Barksdale Road, Newark, Delaware 19711. Area Code (302) 731-1600.

National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009. Area Code (202) 232-8777.

National Association of School Social Workers, 7981 Eastern Avenue, Silver Spring, Maryland 20910.

National Coalition of Title I/Chapter I Parents at the National Parent Center, 1314 14th Street, N.W., Suite 6, Washington, DC 20005

National Council on Family Relations, 1219 University Avenue, S.E., Minneapolis, Minnesota 55414. Area Code (612) 331-2774.

National Council of States on Inservice Education, Syracuse University, 123 Huntington Hall, 150 Marshall Street, Syracuse, New York 13210.

National Education Association, 1201 16th Street, N.W., Washington, DC 20036. Area Code (202) 833-4000.

National School Volunteer Program, 701 Fairfax, Suite 310, Alexandria, Virginia 22314. Area Code (703) 836-4880.

National PTA, 700 North Rush St., Chicago, Illinois 60611-2571.

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